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PRESCHOOL GUIDE.

BY- CURTIS, MYRTLE AND OTHERS

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THE CURRICULUM AND MATERIALS DESIRED IN A PRESCHOOL ARE PRESENTED IN THIS GUIDEBOOK, AS WELL AS A DISCUSSION OF THE EDUCATIONAL EXPERIENCES WHICH SHOULD BE INCLUDED IN PROGRAMS FOR 2-, 3-, 4-, OR 5-YEAR-OLD CHILDREN. THE AUTHORS PROVIDE SCHEMATIC DIAGRAMS OF LEARNING EQUIPMENT, INCLUDING THE NECESSARY BUILDING, HOUSEKEEPING, AND TRANSPORTATION. THEY ALSO INCLUDE CHAPTERS ON PARENT-TEACHER COOPERATION AND LICENSING PROCEDURES FOR PRESCHOOL FACILITIES IN THE STATE OF COLORADO. THIS DOCUMENT IS ALSO AVAILABLE FROM STATE ADVISOR, COLORADO ASSOCIATION OF FUTURE HOMEMAKERS OF AMERICA, 510 STATE OFFICE BUILDING, DENVER, COLORADO 80203, FOR $2.50. (CL)

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Preface

Since the publication in 1953 of *Homemade Toys That Teach*, which was financially supported by the Sears Roebuck Foundation, the number of group programs for preschool children in Colorado has steadily increased. With this increase of preschool programs have come many requests for a guide that would be of help to parents, teachers and directors of preschools, and students, wherever they may be working with groups of preschool children — in preschools, day care centers, high school and college homemaking classes, churches and other private and public agencies.

This Preschool Guide has been designed to provide information and suggestions for those working with young children and for those planning such a program.

For the purpose of this Guide, a preschool has been defined to mean any group program for children from approximately three years of age to kindergarten age, whatever the program is called — day care center, Nursery school, preschool, playschool or any other name.

The content of the Guide has evolved as a cooperative effort of many professional groups such as parent education and preschool teachers, resource consultants in the fields of child and maternal health, college directors of nursery school education, public school supervisors, psychologists, and other public agencies whose concern is the preschool child.

The project was made possible through the financial aid of the Sears Roebuck Foundation.

We Believe

That whatever the name under which a preschool operates the children are entitled to the best that modern knowledge makes available about their education, care and guidance.

That we cannot overestimate the value of play in the development of the young child.

That any group program for preschool children should recognize the needs of the young child for:

- *A warm relationship with adults who can give him a feeling of support in his needs, a sense of his own worth, and encouragement toward independence.*
- *Freedom and opportunity to develop his physical, mental and social capabilities with a feeling of success and to develop these strengths at his own pace.*
- *Understanding and consistent adult guidance which supports his needs, yet limits his actions, and which promotes his gradual growth toward responsibility and self-control.*

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The Preschool Age Child

A two-year-old usually plays alone

Each child is an individual. He is unique. Much can be learned about him by studying other children, but he should be expected to differ from other children in skills, in rate of growth, in temperament and in his responses to other people. Information obtained from observation of large numbers of children gives general guides as to what may be expected but gives no clearly defined map of the road each child will, or should, take. Position in the family, sex, age of parents, economic background, health and many other factors contribute toward making each child's environment different from every other child's—even from that of those children in the same home.

Parents and teachers can learn more about child development and individual differences by reading the references listed in the bibliography. The more adults know about children in general the greater their ability becomes for helping each child make the most of his own unique self.

In this chapter a series of statements is provided showing some of the characteristics of the child in the two, three, four and five year old stages of growth. Remembering that each child grows at his own rate and may not reach the same stage of development at the same time as others in his age group, and that girls are generally more advanced than boys, the following statements may be used for general evaluations. Great deviations from patterns which are generally associated with a stage of growth may indicate the need for specialized professional help.

The two year old stage has been included, even though two's are not usually in a group situation, because some three year olds will still have some of these characteristics. Because some five year olds under kindergarten age may be in a preschool and some four years old will have five year old characteristics, the five year old stage is included.

A Child in the Two Year Old Stage

1. Puts two to three words together in sing-song sentences; knows his own name and can say it; questions "What's this?", "What's that?"; knows names of things, persons, actions and situations; uses some adverbs, adjectives and prepositions; asks for what he wants at the table using name of article; carries on "conversation" with self and doll; tells needs but does not carry on real conversation with an adult.

2. Likes things to touch and look at in books and stories; can identify many pictures by name; enjoys repetition, talking animals, nonsense rhymes, but usually prefers the factual.

3. Likes humor games, such as peek-a-boo and chasing.

4. Sees and reaches out at same time; locates pictures in picture book; manipulates one hand, then alternates to the other hand; and fits nested blocks together; can take off shoes, stockings, pants; dawdles because he is not well coordinated.

5. Climb steps one foot at a time; can run, pull, push, drag, squat, clap in rhythm; can kick a ball and catch with arms.

6. Responds to suggestions better than commands; can accept imaginary pleasures in place of those denied him; likes independence but is not skillful enough to support it.

7. Spends a good bit of time absorbed in gazing; concentrates interest in small areas; interest is in present — future is dim: attention span is two to three minutes, yet he may find it hard to shift to another activity.

8. Usually plays alone or watches; progresses to parallel play or playing with other children; needs to be near adult in play group situations, can't cooperate; engages in tug of war over materials; asks adult when he wants something from another child; is unable to share; collects and hangs on to toys.

9. Enjoys dramatic play because imagination can be vivid; is not easy for him to see difference between what he plays and reality.

10. Is warmly responsive, loving and affectionate and is dependent on mother or other adult; is lacking in self-confidence; responds to adults, holds hands while walking, helps around house; is shy with strangers; is possessive, aggressive, sensitive.

A Child in the Three Year Old Stage

1. Loves to talk; makes three to four word sentences; uses plurals, past tense, personal pronouns, prepositions. Knows last name, sex, street on which he lives, simple rhymes. He is curious—asks "What?", "Where?", "When?". He understands simple explanations; asks frequent questions to which he already knows the answers; likes to learn new words; likes to compare two objects.

2. Is responsive to rhythm, has enough control to reproduce sound patterns; can recognize familiar melodies and sing simple songs, not always on pitch.

3. Is vague about time and space; is unlikely to stay with any activity more than a few minutes and has average attention span of ten minutes.

4. Has eye for form — knows circles, triangles and squares; can throw a ball without losing balance; can jump with both feet, use slide, climb, turn sharp corners, dig, ride trike easily; can gallop, jump and run to music.

5. Dresses partially — depending upon mood; puts on shoes and undresses almost entirely; holds cup by handle, tips head back to get last drop.

6. Has good eye muscles; can copy circle and cross; may "read" from pictures in book.

7. Can make a choice and abide by it; asks help if he needs it; may not be able to do two things at once, as talk and eat; can suggest his liking for a meal; can run errands.

8. Likes paint, crayons and clay. Uses varied and rhythmical strokes in painting and drawing; likes to have his picture or art work saved.

9. May still play by himself quite happily, but is more likely to be playing beside other children (parallel play), and will later move into more cooperative play; is beginning to share; can adjust to taking turns; enjoys playmates; may help a shy child, if this is suggested; has no sex preference in play; begins to combine planes, trains and cars with his block play; shows order and balance in block building.

10. Can get almost as much relief from anger and resentment by wreaking vengeance on an imaginary

A three-year-old may still play by himself, quite happily

person as on a real one; needs help in finding ways to get rid of troublesome feelings without harming others or being made to feel guilty. Is inclined to strike out at persons or obstacles; beats or bosses imaginary playmates. Fantasy may give relief from tensions of everyday world.

11. Is imitative, interested in persons; susceptible to social suggestion; agreeable, alert, self-reliant, imaginative, attentive to words, listens to reason, is proud of increasing abilities.

12. Is interested in nature — what happens, what animals do, what and how they eat; likes books and stories about animals; likes stories about things which are familiar and wants his favorites repeated.

Three and four-year-olds play beside other children

A Child in the Four Year Old Stage

1. Uses sentences; has power of generalization and abstraction; exaggerates to practice words; tries out silly words and sounds; experiments with adjectives; speaks of imaginary conditions; can tell a lengthy story mixing fact and fancy; calls names and brags; asks many questions — not always interested in answers but in how answer fits into his thoughts; knows colors and can name them; has attention span of twelve to fifteen minutes.
2. Can stand on one foot, skip on one foot, and then hop on the other; is very active — shovels, sweeps, rakes, climbs, slides every which way, races up and down stairs, throws ball overhand. Senses differences in gaps in skill and powers of adults and himself; wants reassurance that he is capable of being a strong, skillful, capable person.
3. Can carry liquids without spilling; manages own clothes if they are simple; buttons and unbuttons; dresses and undresses dolls; works with precision in painting, but shifts ideas; begins to copy; tries to cut on line with scissors.
4. Watches to learn; reasons; shows dramatic ability; can talk and eat or talk and dress; is beginning to use talking instead of hitting in play.
5. Needs guidance and lots of materials; is physically aggressive — hits, kicks, throws and bites; is verbally aggressive, is rough and careless with toys; laughs wildly in play; indulges in name calling and bragging — "I'll sock you" — with such silliness leading to tears and squabbling.
6. Shows little politeness at times; shows off and acts very badly before company; likes to play mother or teacher to smaller child; shows pride in mother though he may resist her authority; boasts about daddy.
7. Is able to accept turns and may share graciously; is able to accept rules and respond well to objective commands such as "It is time to. . .".
8. Has a great interest in music — in listening, dancing, or performing to it; has increased control of voice which allows him to sing on pitch; can recognize melodies.
9. Is beginning to be interested in other children and their activities; capable of group planning and play; can amuse himself alone; play reaches new heights of inventiveness and grows rich in detail; likes to act out his ideas; builds elaborate structures and names them; dolls are important, sharing experiences and having personalities; likes to arrange hazardous devices and does not like to be reminded of his limitations.
10. Can anticipate a tour or trip and help with preparations; talks about it afterward and reproduces his experiences; likes collecting — beetles, worms, leaves.
11. Loves story time and enjoys turning pages; enjoys exaggeration, bubbling humor; interested in new experiences, in how and why; loves to talk about things of which the story reminds him.
12. Likes having art work saved; may work with a plan; talks while working; may make an object with clay.

A Child in the Five Year Old Stage

1. Uses well defined sentences; likes to count and can count ten objects; answers questions; asks for information, not merely to talk; can carry a plot in a story and repeat a long sequence accurately: is interested in *why;* enjoys repetitive sounds; favorite questions — "How does it work?", "Why is it like that?", "What is it for?"
2. Fills dramatic play with dialogue and commentary having to do with everyday life; likes realistic props.
3. Draws crude but realistic reproduction of a scene; interprets meaning of a picture; can identify missing part of a picture; begins to paint with idea in mind.
4. Likes a limited time — has a sense of order; likes models for guides; likes definite task; is very good at problem solving; is not apt to attempt something unless he can finish it; likes something to show for his efforts.
5. Thinks before he speaks; thinks concretely; keynotes practicality and conformity; finds real world enough novelty for him because he has learned what is fantasy and what is not, and that now is a perfect time to absorb facts of everyday life; finds play is practice for life rather than invention; likes instruction to improve.
6. May be good or a pest with company; needs preparation for happenings as aid to good manners; sometimes asks permission — may ask ten times for the same thing.
7. Plays in social group without much conflict — most cooperatively with three children; feels protective toward younger ones; plans surprises and jokes; is better in outdoor play than indoor; shows flashes of resistance which are usually quickly overcome; uses verbal aggression; prefers playmates his own age; may cry if angry or tired.
8. Can march to music; ride on scooter; tries to jump rope and use stilts; wants to discard trike for bike.
9. Is observant, self-critical, self dependent, proud of work, clothes, etc.; is factual, literal and has a remarkable memory.
10. Is impersonal — takes people for granted; mother is center of universe, although he has good relationships with daddy and enjoys grandparents' visits.
11. Can tie a bow, but not snugly, although he may not want to do it.

Four and five-year-olds play together

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The Preschool Program

Preschool can be a valuable experience for young children, offering a variety of experiences and additional contacts which enrich their lives while supplementing and complimenting their home and family living.

The entire preschool program is based on a knowledge of what children are like and is geared to the meeting of their needs. It should offer new experiences and new ideas, stimulate curiosity and excite imagination. Through sharing and learning to take turns, to settle differences and to respect the rights of others, children develop socially in the school. The preschool provides opportunities for learning and using basic language skills and accomplishing other developmental tasks.

Study and research indicate that the intellectual development of children is significantly influenced by their experiences. The richer the environment, the greater the learning. Living in a world scaled to his size, the child gains confidence in himself through successful achievements.

Definition of a Good Preschool

A good preschool is one that helps to provide for the needs of all the children it serves. It is one in which a child can grow in self-understanding, find satisfying relationships with people and increase his knowledge of the world around him. A good preschool works closely with parents, provides an adequate number of qualified staff members, and provides suitable housing and equipment for the children. It has a program which will help young children grow, develop and learn to the best of their abilities. A good preschool not only helps children to realize their own potentials but aids them to accept the limits of life in a democratic society.

Characteristics of a Good Program

For many children preschool is the beginning of group experience. Louise Langford, in *Guidance of the Young Child,* points out that even though preschools deal with groups of children, the program of a good preschool is planned around the needs of individual children, and its purpose is the beneficial guidance of each child.

When children first begin to play together, they tend to play in pairs; thus playing first with one child and then with another, they learn that each playmate is different, and that different kinds of response are necessary in each new contact. By appropriate group experience the attention span of the child can be extended to enable him to play more effectively with a large number of people and with a greater range of materials. Groups of from four to five children can play together spontaneously and cooperatively by the time the children are four.

Important as group play is, solitary play is also necessary. Too frequently a child is pushed into group activity before he is ready. A child must set his own pace. The ability to play alone is an asset to any child, and although a child may enjoy playing with others, there will be times when he will seek a place where he may pursue his own solitary interests. The preschool must provide challenging activities and at the same time guard against undue stimulation or pressure.

Each preschool is unique. No suggested schedule is given because the type of program and the time planned for various activities depend upon such factors as the special needs of the children enrolled, the educational philosophies of the staff, the amount of time the children spend in the preschool, the physical facilities, and the weather. All good preschool programs do have one similarity — the aim to provide happy, worthwhile play experiences that will help children grow, develop, and learn under the supervision of qualified and understanding teachers.

A Good Preschool Program

- Provides for the health and safety of the children.
- Meets the needs and interests of each child and of the group as a whole.
- Is challenging without being overstimulating, permitting the child to go at his own pace and according to his own ability.
- Gives opportunity for children to play alone or with other children.
- Permits children to select their own activities.
- Sets up rules to insure safety, to protect the right of individuals and to protect property.
- Helps children to express their feelings in acceptable ways.

Happy Birthday!

Need for reassurance

Comfort from a stuffed animal

- Provides for active play balanced by quiet activities both indoors and out.
- Provides for rest and relaxation.
- Maintains an unhurried atmosphere where a child learns by doing, and where the value lies more in the joy of doing than in the finished product.
- Provides opportunities for sensory exploration — seeing, hearing, touching, smelling, tasting.
- Is flexible, providing for changes in the order of events or in timing, so that advantage may be taken of special interests or of opportunities which arise for learning experiences.
- Provides plenty of time and materials for free, spontaneous play, for creating with a variety of materials, and for investigating and experimenting. When materials and time are restricted, aggressive behavior is increased.
- Realizes that models and patterns block self-expression and are not acceptable in a preschool program.
- Provides for some experiences, such as music or stories, in which all children are included, although no child is forced to participate.
- Allows plenty of free time for children to do things for themselves and to take responsibility for their own care in line with their own abilities.
- Provides opportunity for increasing language skills.
- Offers mental stimulation through methods which are play orientated and suited to the maturational development of the child.
- Meets the nutritional needs of children during the time they are in school.

Meeting the Needs of Individual Children

Each child has his own pattern of growth and development and a personality distinctly his own. There is a wide range of differences among children and this range is considered normal in the growth pattern. For example, it is recognized that most three year olds are ready for beginning group experiences, but the individual child who is not may be perfectly normal.

The ways in which children differ from one another may be more important than the ways in which they are alike. An understanding of both differences and likenesses is essential to the wise guidance of children. Group education is based on similarities; individual guidance is based on differences.

Some of the ways a teacher can meet the needs of the individual are to:

- Provide an environment of trust and security so that the child may have the courage to face new experiences.
- Realize that the preschool child is self-centered and that this fact frequently causes conflicts.
- Recognize that the child is a dynamic, developing individual.
- Realize that control of impulses and ability to relate to others is a slow process.
- Help the child feel secure as the result of consistent treatment.
- Reinforce the child when another child makes advances, thus making social overtures easier.
- Allow plenty of freedom of choice, especially to the non-conformist, while at the same time enforcing rules and setting limits.
- Recognize the ability and interests of each individual.
- Give approval and praise.
- Realize that a dead level of conformity for all pupils is neither possible nor desirable.
- Share observations of the child's behavior with the parent.
- Show real affection, warmth, and understanding for each child.

The Non-Conformist

Parents and teachers of preschool children are apt to be too concerned about the timid or the aggressive child. They should remember that the preschool years are the years in which basic patterns of personality and behavior are established, and that through wise guidance the child can be helped to establish satisfactory patterns.

In helping a child to adjust to the group environment, his individuality should be considered. A quiet, happy child should not be urged to become the "life of the group." The "flame" of the aggressive child may need to be turned down but should not be extinguished. The uniqueness of each child should be cherished and protected.

In helping the timid child, the teacher may:

Praise and show appreciation when possible.

Encourage the parent to bring the child to school early, so that the teacher may have some time alone with the child and so that the child may have his choice of toys. A group of children may confuse a shy child upon his arrival.

Suggest ways that the parent can prepare the child for school activities. "Today you will get to see some baby chickens."

Allow the shy child to stand and watch the other children at play. This is participation until he is ready for more active play.

The aggressive child learns to substitute asking for grabbing

Wait until the child is ready for a group situation, such as story time.

Permit a shy child to help with specific tasks, such as watering the plants.

Encourage the child by suggesting an activity or handing a toy to him.

Give encouragement by being near the child and by showing affection.

Back-up the child when help is needed — in claiming a toy or in completing a difficult task.

Explain other children's behavior to him. "Dan didn't mean to push you. He was helping me move the table."

Ask the parent to remain in the room until the child is ready for the parent to leave.

In helping the aggressive child, the teacher may:

Have as few rules as possible, but see that the child knows and understands them.

Show approval whenever possible.

Help the child to substitute appropriate actions for inappropriate actions. "Go to the end of the line if you wish a turn."

Help him substitute words for inappropriate actions of pushing, grabbing, hitting. "Ask John to give you the truck."

Arrange tasks that will involve the cooperation of another child. Show that there is satisfaction in working together.

Provide plenty of materials and toys and plenty of time to use them.

Provide many opportunities for big muscle activity.

Encourage him to play with more mature children. They will frequently handle his aggressive behavior more effectively than any adult can.

Verbalize the child's feelings. "I know you are angry with John because he won't let you have the swing, but you will have to wait your turn."

Remove the child from the group only when redirection is ineffective. "You will have to play some place else until you can play with the sand without throwing it."

Helping the Child Start to Preschool

There is probably no experience in the life of a preschooler that is as important as that of leaving the home and starting to school. It is difficult for a child who has been the center of attention in his home to suddenly become one of many. Those who help the child to make this adjustment should strive to make it as pleasant an experience as possible, remembering that doing so requires both patience and understanding.

It is wise to have a conference with the parent before the child starts to school because an interview helps the teacher to understand the child better and helps the parent to know what is expected of her in preparing the child for school. Some teachers have found it advisable for the parent and child to visit school together before the child enters preschool. In this way the child becomes familiar with school, and the parent is able to interpret some of the activities to the child.

Many teachers plan to introduce children to preschool gradually over a period of several days. A few new children come each day, while the children who have previously attended preschool are the first to enroll. With some children a short definite leave-taking by the parent is desirable; with others it is better to have the parent stay until the child is secure enough to be on his own. Some children find the security they need in bringing to school a favorite toy or possession.

It may be helpful to avoid forcing a shy child to carry out routines. During the child's first days in school, it is preferable for the child not to toilet, wash hands, drink juice or join the group for a story if it is too difficult for him to do so without strain.

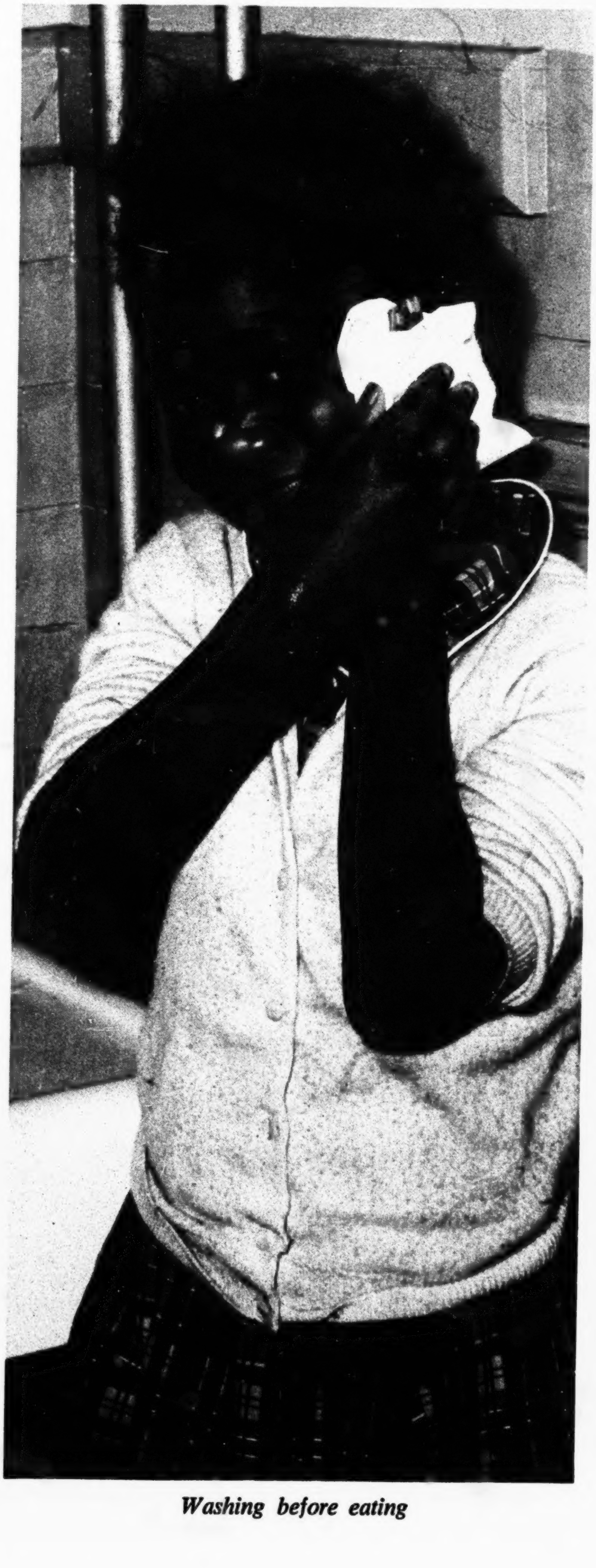
Providing for Health and Safety

To insure the health and safety of each child the preschool staff should:

- Give guidance in safe living which is directed toward making children self-reliant and confident.
- Provide specific instruction in the safe use of toys and equipment (when the occasion arises). Additional information on safety will be found in the chapters on *The Staff and Its Functions, Play and Play Equipment,* and *Licensing of Preschool Facilities.*
- Give specific instruction in the formation of health habits as actual situations arise, such as washing hands after toileting and before eating; keeping objects out of the mouth; covering the mouth when coughing or sneezing.
- Be alert to notice signs of illnesses, over-stimulation and over fatigue.

For the physical well-being of the individual and the group as a whole, certain health standards should be required. The following measures are recommended:

- A health history for each child should be secured from the parent. The history should include record of previous illnesses, physical defects, allergies, behavior patterns, special fears and anxieties which the child has. (See section on *Record Keeping* in the chapter *The Staff and Its Responsibilities.*)
- Report of medical examination by physician before initial admittance and after a long illness. Periodic examinations are recommended.



Washing before eating

He does it himself

- Immunization as required by the state and local communities. Booster immunizations should be encouraged.
- A signed statement for procedure in case of medical emergency, and written directions from physician for any medication which must be given.
- Daily health inspection of each child upon arrival at school with isolation of any child who has suspicious symptoms. Teacher should be alert to any deviation from child's usual appearance and behavior and isolate him from others while he is more closely observed.
- Care of communicable diseases, when they occur, as recommended by the State Communicable Disease Guide. Communicable Disease Guides provided by the State Department of Health should be available for consultation. Consultation can also be obtained from local health departments.
- Pre-employment physical examinations, periodic examinations and annual chest X-rays of all preschool personnel.

Providing for Rest and Relaxation

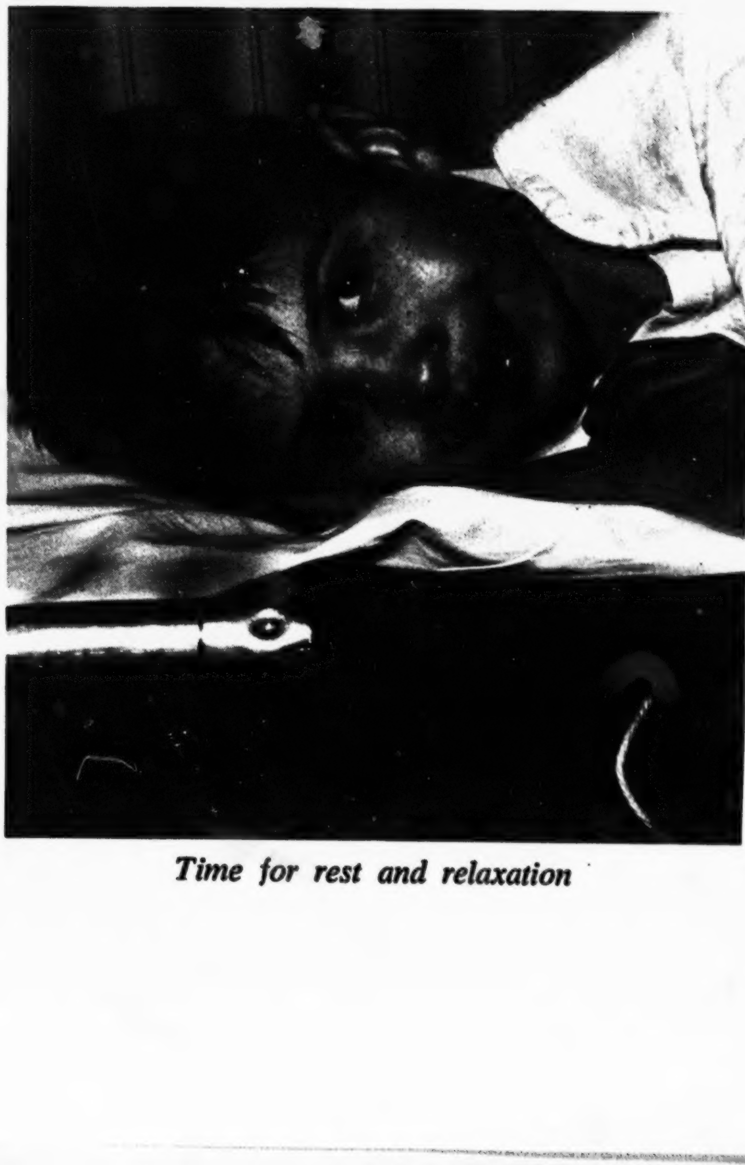
Time for rest in a full day program must be included in the schedule, and time for relaxation should be provided in any preschool program. Children may arrive at preschool early and spend a long day in the stimulating atmosphere of the group. They come with more or less established habits — some good, some bad. Martha Rae Reynolds, in *Children from Seeds to Saplings,* says that children do not fight rest; they merely fight our way of giving it to them.

If children are anxious or insecure in any way, they are more apt to show it at nap time than at any other time. The teacher should recognize and accept these feelings of dependency and help the children become less dependent.

Most of the child's learnings in preschool are determined by the attitude of the teacher. She will provide a setting which suggests rest — no wrinkles in bedding, loose fitting sleep garments, sufficient covers, good ventilation, dimmed lights, a quiet atmosphere. She must feel confident herself. When surroundings and techniques are good, the desired attitudes toward sleep usually result.

A mid-morning rest and an afternoon nap period should be part of the health program for children in a full day program. Helpful suggestions in preparing for naptime are:

- Conviction on the part of the teacher that a nap or rest is necessary.
- A relaxation period before lunch as soft music or a story.
- A peaceful atmosphere at mealtime.
- An unhurried bathroom period after lunch.
- An atmosphere of rest. This atmosphere may be created by a teacher who moves and speaks quietly to the children.
- A teacher who will set limits and who can be firm.



Time for rest and relaxation

Eating is important in the development of feelings and behavior

Meeting The Nutritional Needs of Children During The School Day

Feeding children is an important responsibility of the preschool staff, especially in a full day program. It is more than just having something for the children to eat because it includes selecting food which will meet the nutritional needs of children, preparing food so that its value and flavor are retained, serving it attractively, making the mealtime a pleasant sociable occasion, and helping the children develop good eating habits which will stay with them throughout life.

Each meal and snack provided in preschool should help to supply the materials to build tissue, blood and bones, and the vitamins and minerals to regulate body process. Following a food guide is a very good way to make sure that each meal provided contributes to the child's food needs.

Children vary in their needs for between-meal eating. However, most small children, in both full day and half day programs, will benefit by a planned between-meal snack. What and how much this is depends upon the spacing of other meals. If a child has had a very early breakfast, or no breakfast, he may need a supplementary breakfast which could be in the form of a small cheese sandwich or a bread and butter sandwich and milk. A simple snack of fruit or juice and a cracker may be enough. Between-meal foods should be served approximately two hours before noon so that they do not interfere with the appetite for the noon meal. A mid-afternoon snack may be more substantial because of the longer time interval between lunch and supper. Following in the afternoon nap, a sandwich and milk, graham cracker and milk, or wedges of cheese or meat with bread and butter and milk may be served. Sweet, sticky foods should not be served because they are usually not good for dental health, may contribute little to the nutrient needs of children and may satisfy their hunger quickly so they do not eat other foods.

Suggestions for snacks low in sugar and high in *food value* are given in "Food for Fun," Colorado State Department of Public Health, 4210 E. 11th Avenue, Denver 20, Colorado. The food served has meaning other than just to provide nutrients. To the child away from home, it may mean comfort and security and indicate that he has someone who cares about him. Eating is an area which is important in the development of feelings and behavior. When the child enters preschool, he has many previous experiences with food. He may have built up some definite food likes and dislikes, as well as positive or negative attitudes towards foods in general.

It is important that the school staff work closely with parents. It is helpful for the school to know what foods the children eat at home, and helpful to the parents to know what foods are served at school. Nutritional benefits and good eating habits must carry over to the home if they are to last. The preschool can become an educational force for parents if the staff members interpret the nutritional program effectively so that parents can carry on the program at home.

Growth in eating patterns is slow. Management of the meal period has much to do with its success or failure. Procedures which may help build positive, accepting attitudes toward food and eating are essential. The preschool should;

1. Plan carefully
2. Serve food in an easily handled form, keeping in mind the child's hand and chewing skills.
3. Serve food in an attractive manner.
4. Seat child in a comfortable manner.
5. Adjust servings to child's appetite and allow opportunity for second helpings.
6. Encourage child to taste everything, but make no fuss about food he dislikes as "pushing" may cause resistance.
7. Introduce new foods slowly in connection with well-liked ones.
8. Keep disciplinary procedures at a minimum.
9. Keep cheerful. Children respond positively to cheerfulness, warmth, and a loving atmosphere.
10. Post weekly menus.

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The Staff and Its Responsibilities

The teacher helps children use equipment

The teacher is probably the most vital factor in the child's preschool experience. She plays a major role in his present well-being and in the foundation of many of his future attitudes and feelings. It is of the utmost importance that she be well qualified to work with young children.

The Good Preschool Teacher

- Works for the optimum development of each child.
- Encourages each child to work at his own pace so that he may taste success.
- Provides opportunities for experimentation in a safe, functional and attractive setting.
- Provides opportunities for creativity in music, art, language and dramatic play.
- Promotes democratic living, respect for the individual and self control.
- Expresses her affection and helps the child appropriately express his.
- Guides the child toward good habits, useful skills, wholesome attitudes, self reliance and independence.
- Helps children use equipment with courage, safety and skill by careful supervision and encouragement to try new activities.
- Understands human emotions as well as physical and intellectual growth.
- Accepts parents and their needs as fully as she accepts children.
- Continues to learn through study, reading, attending conferences, and being in contact with others in her field. (Reference materials and professional organizations for professional improvement are suggested in the appendix.)
- Reevaluates constantly the objectives and goals of the preschool.

Desirable Personal Qualifications

Skill in Communication — the ability to communicate appropriately with small children as well as with her contemporaries. Children quickly sense condescension and artificiality.

Cooperativeness — the ability to cooperate with administrators and all other staff members and with parents.

Personality — those characteristics which make her an alert, attractive and warm person. Since the children will be affected by the personality of the adults around them, the teacher should have

1. *Enthusiasm* for her work and for children.
2. *A sense of humor* if she is to keep her values in the proper perspective and be able to overlook petty irritations.
3. *Imagination*, because it heightens understanding and so creates respect, sympathy and love. Imagination gives flexibility to her plans, time schedules, and school room arrangements.

Good Appearance — personal attractiveness in grooming and dress. Attractive colors in clothing appeal to children. Children admire colorful jewelry, bright scarves and other accessories.

Physical Stamina and Emotional Stability — the ability to be relaxed, without tension, and to be sure of herself.

Initiative — the ability to meet the needs and interests of the group and of the individual child in the face of new experiences and unforseen problems. Her resourcefulness in pre-planning and in sometimes making quick adjustments or changes will keep the interest of the children and will do much to motivate learning.

Reliability — the ability to accept responsibility and to be dependable. Her reliability gives a feeling of security to the children and gains their trust and respect.

Understanding — acceptance of the child as he is, understanding that the frustrations or satisfactions of his needs are reflected in behavior. The teacher needs to be a friend who shares the child's feelings of joy or sadness. She may laugh with him but never at him.

The teacher understands when the child needs help

Professional Training

The director, or at least one member of the staff, should have a college degree with a major or graduate work in early childhood education or child development, and at least one year of experience in group guidance of preschool age children under the supervision of a qualified preschool teacher. Every teacher should have had at least some training in early childhood education, and should have in-service training continuing as she works. The Association for Childhood Education International, through its Teacher Education Committee, has recommended a four year course with a major in early childhood education. It suggests that in addition to a general education program, the curriculum include:

- Human growth, development and learning, mental and physical health.
- School, parent, home and community relationships and interactions.
- Curriculum principles, content, methods, materials, and resources.
- Contemporary problems of education, history and philosophy.
- Administration and organization of schools.
- Experiences to broaden understanding of the world in which children live.
- Supervised experiences with young children, including observation, participation and student teaching.

Suggested Size of Staff

A director or person in charge.

Additional personnel so that

- there are at least two adults with any group so that children need never be left without competent adult supervision.
- children may be kept in small groups — not over twelve three year olds or fifteen four year olds in a group.
- an atmosphere of ease and freedom from tension is maintained.
- emergencies can be handled adequately, the plant maintained efficiently and good housekeeping conducted without neglect of children. At least one staff member on duty should be qualified to render first aid.

A study of day care needs and facilities conducted by the Denver Area Welfare Council in 1954 recommended that each group have one full time teacher and one full time assistant. This study pointed out that the child's security is largely dependent upon a continuous relationship with the same familiar person day after day.

Staff Cooperation

Since the child is affected by the total atmosphere of the school, it is imperative that the members of the staff work together harmoniously. Members should feel comfortable and relaxed in their association and should have common goals for and a similar philosophy concerning the preschool program. Every member of the staff from the supervisor to the custodian should have a genuine understanding of, liking for and ability to get along with young children. For effective administration of the school there must be some division of authority based on democratic rather than autocratic procedure.

Staff Responsibilities

The director, supervisor or head teacher may be expected to

- Plan the preschool program with the help of the staff.
- Supervise other personnel, delegating responsibility in a clearly defined way.
- Purchase supplies and equipment.
- Conduct the business of the school.
- Keep records.
- Plan for or conduct parent conferences.
- Be responsible to the parents for the child's welfare in school.
- Be responsible for parent meetings.
- Be responsible for observers and visitors.
- Plan in-service training programs for staff members.

The assistant teacher may be expected to

- Carry out the responsibilities delegated to her by the director.
- Cooperate with other staff members.
- Keep the director well informed about children's progress and about contacts with parents.
- Refer to the director parents and visitors when they ask for information or help, if this responsibility is not delegated to the assistant teacher.

Other personnel, such as nurse, cook, custodian, are expected to carry out the responsibilities arranged for them by individual school programs.

Observation Procedures

Since observation of the preschool should neither interfere with the routine of the school nor upset the children, careful planning is necessary.

The number of observers should be limited so that their presence will not interfere with the normal routine, comfort and ease of the children. The observers should be placed where they will not in any way interfere with the activities of the children. The most desirable location is behind a one way vision screen; but when such a location is impossible, observers should be as unobstrusive as the situation permits.

Preparation for observation should include:

- Permission from the school in advance of the visit.
- A statement of what is expected of the observer and of what he may expect. An observation form may be provided to help the observer note specific things.

- Provision for time at the close of the observation for the observer and the staff member to discuss what has been seen.
- A simple explanation to the children about the observers if the observers must be in the room or on the playground with the children. The presence of visitors tends to excite children and to make them self-conscious.

Record Keeping

Records required for licensing are minimal. However, some schools keep additional records to provide information which will be useful in operating the school. The records that would be important to any given school would depend on the type of school — a half day school, a full day program, or a laboratory type school involved in a research program. Some suggested record forms will be found in the appendix.

To be useful, records must be accurate, up-to-date, and available. A well organized file is an essential, and card files which can be alphabetically arranged are helpful.

Types of Records:

Identification
Name of child, date of birth, date of admission
Name, address and telephone number of person arranging for child's admission
Name, address and telephone number of each parent or guardian and where each may be reached during the time the child is in school

Health
Medical report
Health history

Authorization of parents
for medical care in case of illness or accident or for practitioner care

Child's Progress Report

Daily Attendance

Financial Records — In cases where payments for tuition are made

Records on Staff Members

Salaries — for tax and social security records
Information concerning qualifications and experience

Records of Child's Behavior

Preschool children grow and progress so rapidly that unrecorded observations may be forgotten. The value of records concerning the child's behavior depends on the use made of such records. Record keeping can be valuable IF the aims and goals are:

1. to help the teacher understand the child better by more closely observing his behavior, learning or growth, or by becoming more aware of his feelings and reactions.
2. to cause a teacher to organize better her knowledge through writing an account, so that with a clearer picture of the child, she can plan a better program for him.
3. to help her understand better her relationship with the child so that she can more effectively communicate with and about him.
4. to help review a child's progress prior to parent-teacher conferences.

Whatever type of record is used, it should be evaluated in terms of its objectivity, aims, goals and appropriateness. When records include an evaluation of a child, the opinions of more than one teacher should be included.

If running notes, with dates, of the successes and difficulties encountered by the child are kept and periodically summarized, a distinct pattern of progress, or lack of progress, can be seen. Some teachers find it helpful to record first impressions of each child. First impressions are frequently modified as the teacher becomes better acquainted with the child. If these changes are recorded, the progress of the teacher's relationship with the child and the child's adjustment to school can be reviewed.

Records of a child's behavior should be used with wisdom, caution and common sense, and should be confidential.

Teacher Evaluation

Evaluation of a teacher may be done by the supervisor, by the teacher and supervisor jointly, or by the teacher herself. Suggested lists for evaluating the growth of teachers are given in *Teaching in the Nursery School,* by Moore and Richards, and in *Nursery School Guide,* by Rhoda Kellogg. Evaluation by and of a teacher will, because of differing situations, take a variety of forms.

Self-evaluation, difficult as it may be, is essential to growth and improvement; if objectively and conscientiously used, it can probably be the most valuable type of evaluation. In evaluating her professional competency, a teacher may review the way she has handled certain situations during the school day, what the results were, and how she might have handled them better. Periodically she should take time to assess her strong and weak points by considering how she rates in terms of the qualities of a good preschool teacher listed in this chapter.

Whatever the type of teacher evaluation used, whether it is administered by the teacher herself or by others, it should serve the purpose of helping the individual to improve, to grow, and to be ever more effective in working with children.

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Play and Play Equipment

Play is a childs work

Play is a child's work, the serious business of childhood, and involves constant effort. Every child is unconsciously determined to improve himself. The whole story of growth, from play-pen to adolescence is a dramatic legend of obstacles that are conquered by courageous effort. As he grows, the child discovers his senses and his muscles. He develops coordination; the world of imagination begins to unfold.

Given proper play tools and adult guidance in the constructive use of these tools, the child will spend his play hours in wholehearted effort to improve his newly discovered abilities. To an adult, play is recreation — to a child, it is his way of trying-on life. Current enjoyment is the essential factor in play.

Supervision of Play

Since play is indispensable to the over-all development of the child, a large part of the preschool day should be allotted to free, but supervised, play with indoor and outdoor equipment. Before the five year old stage there is little interest or value in organized group games except for the simple singing games suggested in the chapter on "Music." Most play should be guided rather than directed.

According to suggestions in *Nursery-Kindergarten Education,* edited by Jerome E. Leavitt, the "play spirit" can be kept growing by:

- Planning many opportunities for free play and free use of apparatus and encouraging children to choose their own play groups.
- Guiding the aggressor into learning to share and to play cooperatively, according to his ability to do so.
- Encouraging the shy child to enter into activities, according to his abilities to do so.
- Keeping the rules of play to a minimum but always considering safety.
- Guiding the children toward positive behavior rather than by nagging or punishing when conflicts or misunderstanding arise.
- Avoiding over-stimulation or excessive fatigue by balancing active play with more restful activities.
- Encouraging both individual and cooperative play.

Space for Play

Not only is it necessary for children to have sufficient space for vigorous activities such as play with blocks and trucks, but it is also important that the room be so organized that quiet activities will be separated from more active play. Room dividers, block caddies and tables may be used for this purpose. To allow children to carry out their activities freely and safely, a minimum of twenty-five square feet of floor area per child, exclusive of halls, baths and kitchen, is recommended.

Adequate playground space should be provided. Seventy-five square feet of play area per child is generally recommended. The area should be enclosed with suitable fencing and safe gates.

A playground on the south side of the school building has the advantage of protection against winds and exposure. There should be both sunny and shaded areas. If possible, the surfacing of the playground should provide cement areas for the use of wheel toys, grassy spaces for tumbling, a space for digging, attractive landscaping and good drainage. Fixed equipment such as sandbox, climbing apparatus and swings should be spaced so that various activities can be carried out simultaneously in separate units within a large play area.

Types of Play

BLOCK PLAY:

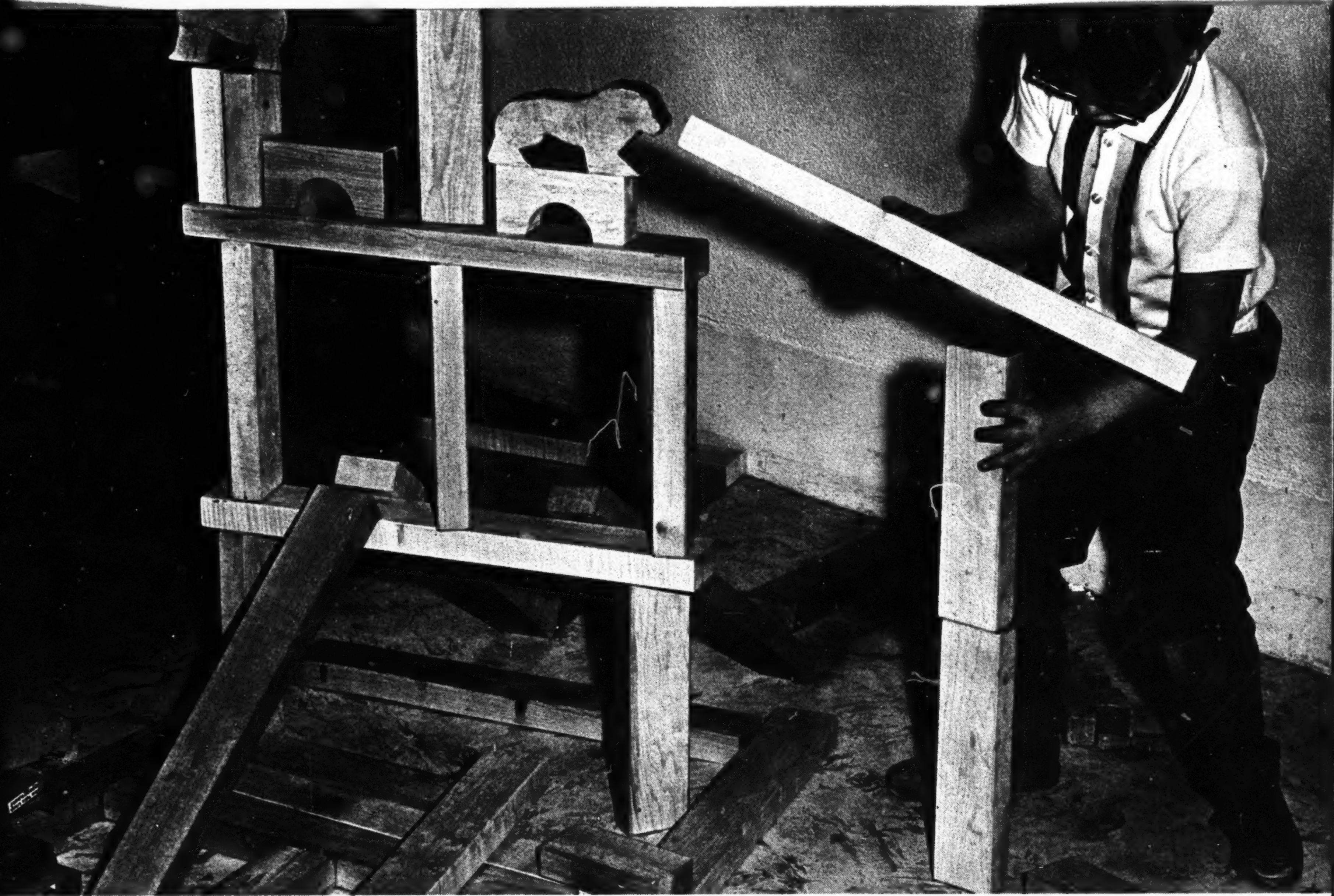
Blocks are one of the best materials for children of all ages, and children's skill in using them grows with experience and age. Blocks are valuable in developing large and small muscles, promoting manipulative skill (balancing, placing a block just right so it will not fall), encouraging creativity, promoting social living and cooperation, and providing opportunity for dramatic play.

Materials:

Unit building blocks
Hollow blocks
Accessories — transportation toys, toy animals, play people
Storage space on open shelves, easily available to children
Plenty of building space

Procedure:

Children should be allowed to build as they choose. Accessories placed nearby will stimulate new ideas. Occasional help in balancing a structure may be needed. Children who may be in danger from falling structures should be protected. Necessary limits on destroying structures may be set with such comments as, "You may push your blocks over, but not Jim's." Pick-up time should be encouraged by asking that children bring all the long blocks, or ones of a certain shape, to be placed on the proper shelf.



Building with unit blocks

Building with hollow blocks

Dramatic play may center around homemaking and family life

DRAMATIC PLAY:

Dramatic play in the preschool does not mean the acting out of stories or plays planned by the teacher, but rather the spontaneous "role playing" initiated by the children themselves. It is important because it enables the teacher to gain better insight into what children are feeling and what interpretations they are making of the situations they meet. It affords the children fun and pleasure and allows them to relive and clarify experiences. Dramatic play helps them to understand better their environment, to relieve anxieties and tensions, to satisfy emotional needs, and to provide social contacts.

The teacher needs to plan both time and proper equipment for good dramatic play because children need a fairly long uninterrupted time to complete whatever role playing they are doing.

The most popular type of play centers around homemaking and family life. Taking care of a baby, cooking, eating, entertaining, going to the store, dressing up and going to the doctor are some of the common dramas that occupy children and reveal to us their concept of their world. Dramatic play also includes activities with blocks, transportation toys, and postman and storekeeping equipment.

Dramatic play offers children the chance to be little and well cared for (when they are the baby), and the opportunity to be big and in command (when they are mother, father, truck driver, doctor). It is a legitimate way of working off aggressive, destructive feelings (when they are a lion, a tiger, a cowboy). They learn how it feels to be someone else when they are assuming a role.

Materials:

Housekeeping equipment (see Suggested List of Play Equipment.)

Blocks, transportation toys, postman and storekeeping equipment.

Accessories — dress-up clothes such as dresses, aprons, purses, jackets;fireman, policeman and trainman hats.

Squares of material, doll clothes, blankets

Hand puppets

Procedure:

There should be as little adult interference as possible during this play so that the children are free to express their feelings in this pretend way, although the teacher will need to stop or rechannel play that is "out of bounds." She may sometimes need to help children be admitted who have been shut out. The child wishing admittance may be introduced by the teacher as the milkman, the mailman, or the neighbor bringing cookies for tea. The teacher may offer new props for play, such as another telephone for the groceryman, more squares of material for dressing dolls or a car for the block garage. Not all accessories should be put out at one time.

Dramatic play may center around transportation

Developing Balance

MANIPULATIVE PLAY:

Play with such toys as puzzles, peg boards, large beads and take-apart telephones and trucks helps in development of coordination and offers opportunities for quiet play.

Most children will use the trial and error method when they first work with puzzles and other fit-together toys. The teacher may talk about the picture before the child takes the puzzle pieces out, and help him to observe the shapes, sizes and colors of parts as he puts toys together.

OUTDOOR PLAY:

Preschool children are in the large muscle stage of development and require vigorous body activity such as climbing, swinging, balancing, running, pulling, pushing, digging. Outdoor activity should be regularly scheduled in preschool programs. It is essential that outdoor play be well supervised so that children learn the safe way to use equipment.

Many play activities can be provided either indoors or outdoors, depending upon the weather. Block play, dramatic play, music, story telling, creating with sand, water, snow and paint, and science experiences may take place during the outdoor period.

There should be provision for quiet play outdoors as well as indoors. It is important to have secluded nooks and corners where children may go when they want quiet or temporary solitude.

Playing in snow

Types of Toys

Suggestions are given in this chapter for toys which help to meet the needs of preschool children at differing stages of growth. A child's toys should serve a specific purpose, appropriate to him at his stage of development, and should also be a stepping stone leading to further development. The preschool should provide a variety of toys covering a wide range of needs, interests and degrees of advancement. All toys and play equipment should be inspected regularly and kept clean and in good working order.

Just as every child needs proper foods to build a healthy body, every child also needs well balanced play equipment to further his total development. It is essential that there be plenty of materials at hand with which he can express his thoughts, feelings and ideas.

Criteria for Choice of Toys

Toys selected for use in a preschool should be well constructed to withstand hard usage and should be safe — free from sharp, loose or pointed parts, inflammability, poisonous paints or analine dyes.

In equipping a preschool, toys should be selected which:

- Suit the child's age and abilities; do not frustrate him.
- Challenge his intellect; help him learn by doing.
- Appeal to his senses — help him to see differences and likenesses in size, shape, color, texture.
- Provide opportunities for constructing, for creative play, for artistic expression.
- Make available opportunities to work with others or to play alone.
- Help the child to grow in dexterity in use of both large and small muscles.
- Channel his boundless energy in enjoyable and acceptable ways.
- Gratify his curiosity by encouraging him to investigate all aspects of life and the world in which he lives, and to recreate these experiences in his play.
- Cultivate the child's skills and his individuality.
- Help the child to develop initiative, invention, resourcefulness and imagination.

Suggested List of Play Equipment for a Preschool

Basic Items	*Supplementary Items*
Child size tables and chairs	
Adequate and convenient storage	
Rocking chair or rocking horse	Rocking boat
Unit building blocks — unit, double unit, quadruple unit sides	Unit building blocks — assorted shapes, triangles, cones Building Boards Large hollow blocks
Transportation toys — cars, trains, airplanes	Play animals Play people
Materials for art experiences — see chapter on "Art Experiences."	
Housekeeping equipment:	
Dolls and doll clothing	Doll buggy
Child size doll bed with bedding	Cupboard Child size ironing board
Tea table and chairs	Iron
Dishes and cooking equipment	Sink and stove Broom and dustpan
Telephone	Egg beater, spatula, bowl, scraper
Dress-up clothes	
Books — see chapter on "Stories and Poetry."	
Puzzles — wooden, 4-8 pieces, bright, clear colors	Peg board and pegs Lock box
Large beads and bead strings	Nest of cans, or nest of boxes Monkey board — board with various locks Pounding sets Carboard carton with hammer and nails Magnet with objects to test
Equipment for music — see chapter on "Music."	
Climbing and balancing equipment	Boxes, crates, barrels Boards of various sizes Small ladders Large carboard cartons Biff bag — bag stuffed with paper and hung from rope to use as punching bag
Tricycles	Wagon, wheelbarrow Large pedal toys — fire engine, tractor Used auto parts, such as steering wheel, tires, hubcaps Inner tube blown up Tire pump Saddle Short lengths of garden hose
Sand Box and sand toys	Floating and pouring toys for water play

Instructions for Making Play Equipment

Some play equipment can be homemade. Instructions for making the following play equipment are provided on the following pages:

- Toy Storage Cabinet
- Toy Storage Box
- Open Shelf Storage Unit
- Fun Furniture
- Building Blocks
- Train
- Easel
- Rocking Boat
- Driving Board
- Nest of Cans
- Housekeeping Furniture
  - Doll Bed
  - Ironing Board
  - Stove
  - Sink
  - Cupboard
  - Tea Table
- Ladder Unit
- Climbing Horse
- Climbing Box
- Saw Horse and Walking Board

If suitable toys and play equipment are not available for purchase at local stores or supply companies, they can be ordered through toy catalogues. Some of the companies that provide toy catalogues from which preschool equipment can be ordered are:

Childcraft Equipment Co., Inc.,
155 East 23rd Street, New York 10, N.Y.

Community Playthings,
Rifton, New York

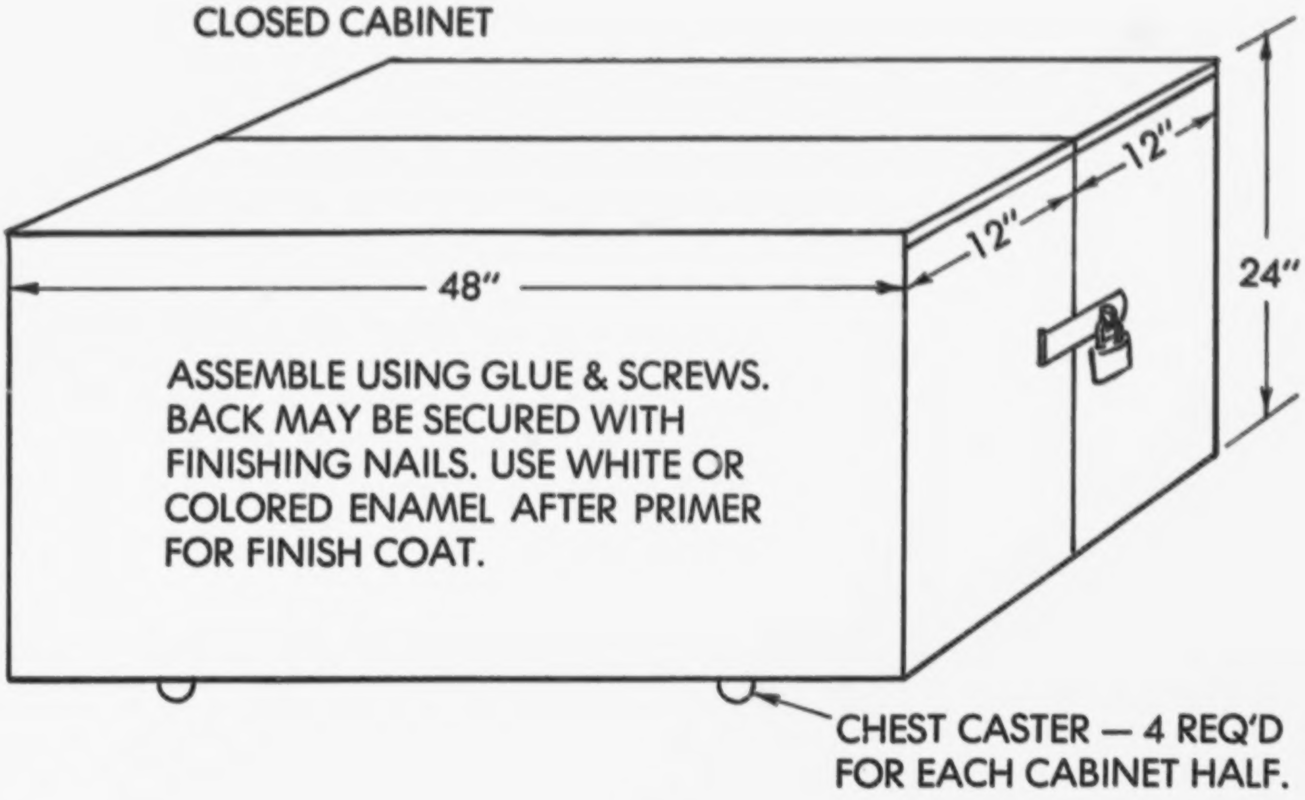
Creative Playthings, Inc.,
Princeton Road, Cranbury, New Jersey

Seaver Toy Co.,
3050 North Lima, Burbank, California

Climbing up

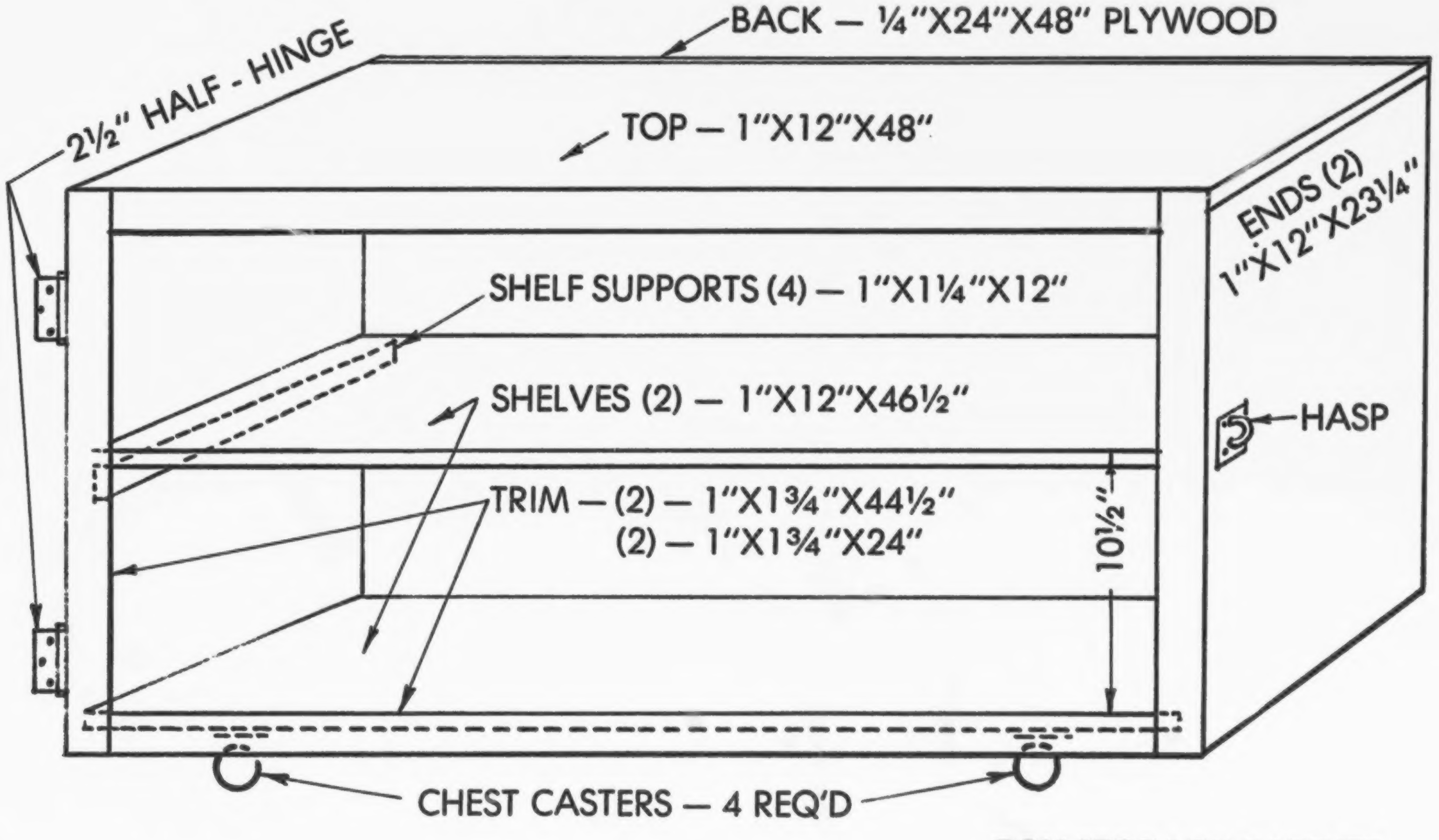
Climbing down

CLOSED CABINET

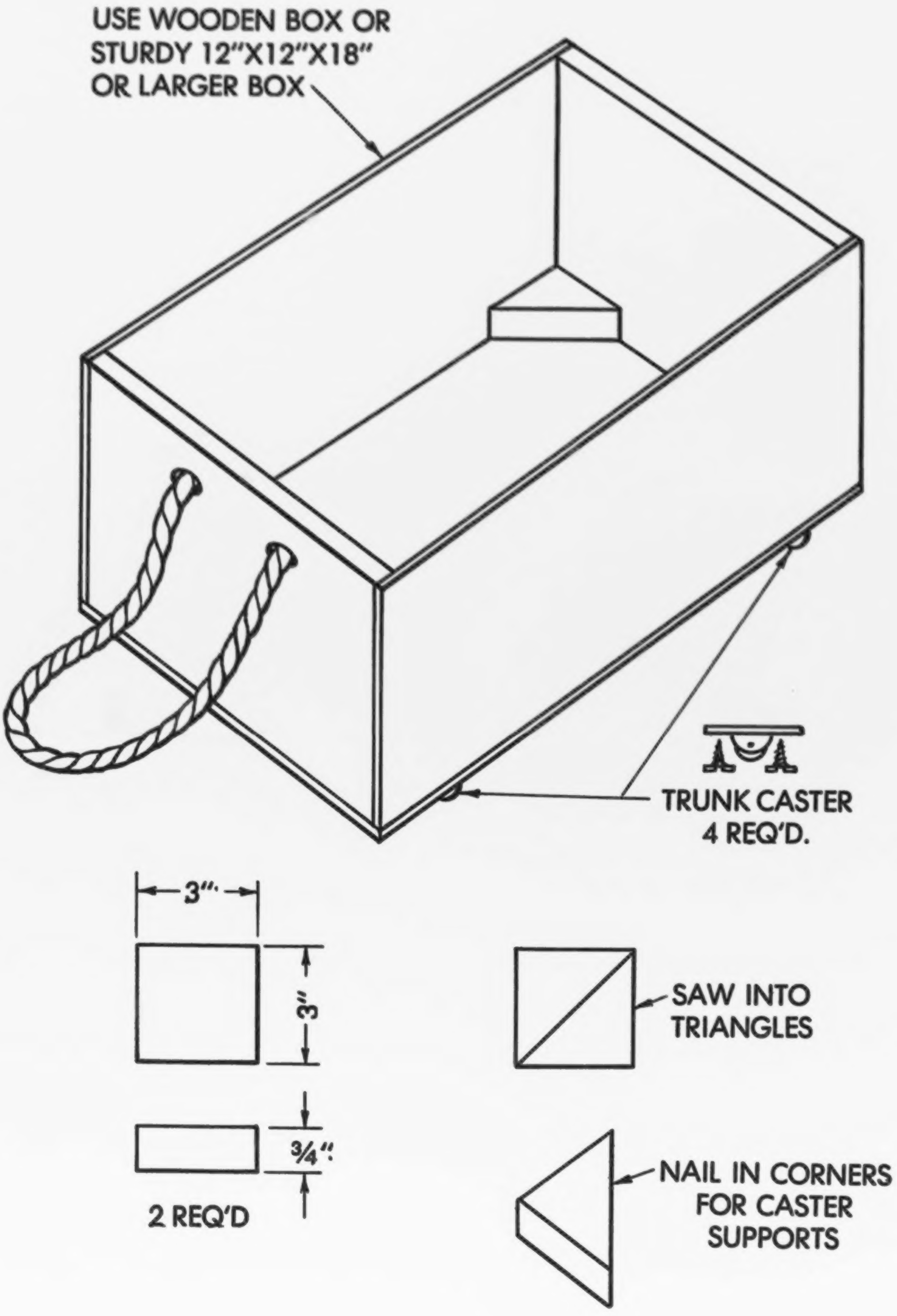

48"
12"
12"
24"
CHEST CASTER — 4 REQ'D
FOR EACH CABINET HALF.

ASSEMBLE USING GLUE & SCREWS. BACK MAY BE SECURED WITH FINISHING NAILS. USE WHITE OR COLORED ENAMEL AFTER PRIMER FOR FINISH COAT.

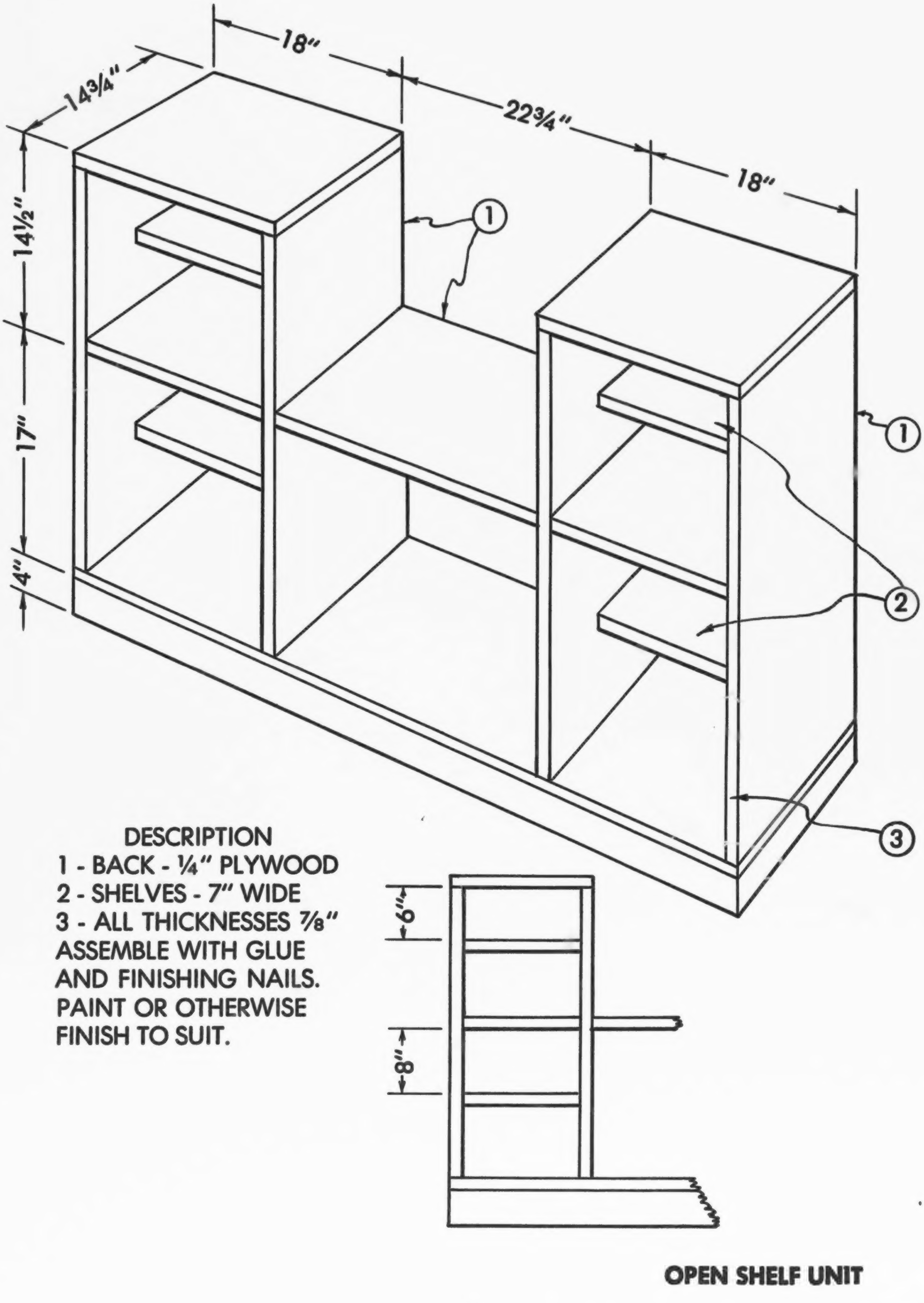
ONE SIDE — OPEN CABINET


BACK — ¼"X24"X48" PLYWOOD
2½" HALF - HINGE
TOP — 1"X12"X48"
ENDS (2)
1"X12"X23¼"
SHELF SUPPORTS (4) — 1"X1¼"X12"
SHELVES (2) — 1"X12"X46½"
HASP
TRIM — (2) — 1"X1¾"X44½"
(2) — 1"X1¾"X24"
10½"
CHEST CASTERS — 4 REQ'D

TOY STORAGE CABINET

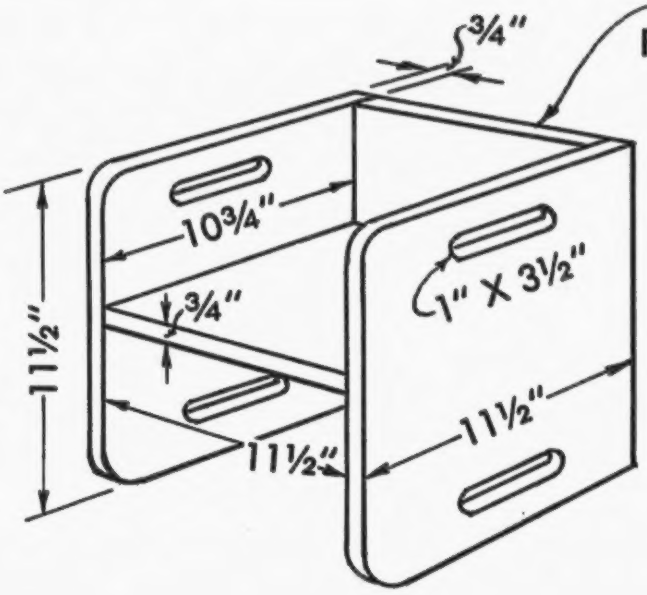

USE WOODEN BOX OR STURDY 12"X12"X18" OR LARGER BOX
TRUNK CASTER 4 REQ'D.
3"
3"
3/4"
2 REQ'D
SAW INTO TRIANGLES
NAIL IN CORNERS FOR CASTER SUPPORTS

TOY STORAGE BOX

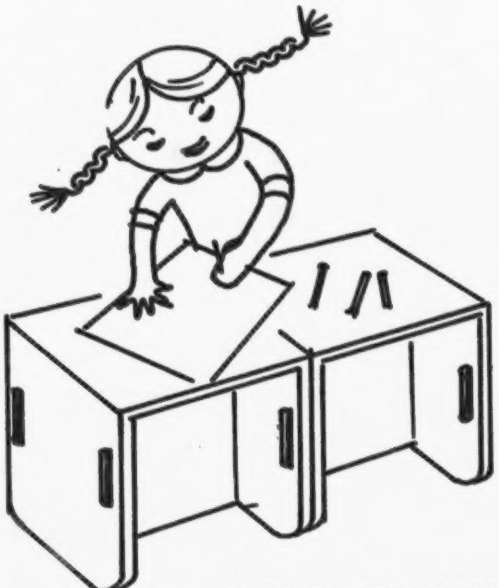

18"
14¾"
22¾"
18"
14½"
17"
4"
①
①
②
③
6"
8"

DESCRIPTION
1 - BACK - ¼" PLYWOOD
2 - SHELVES - 7" WIDE
3 - ALL THICKNESSES ⅞"
ASSEMBLE WITH GLUE
AND FINISHING NAILS.
PAINT OR OTHERWISE
FINISH TO SUIT.

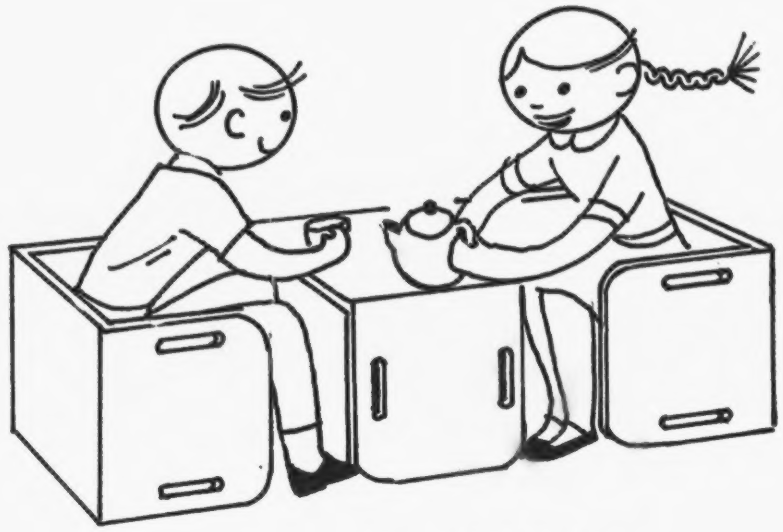
OPEN SHELF UNIT


3/4"
10¾"
1" X 3½"
3/4"
11½"
11½"
11½"

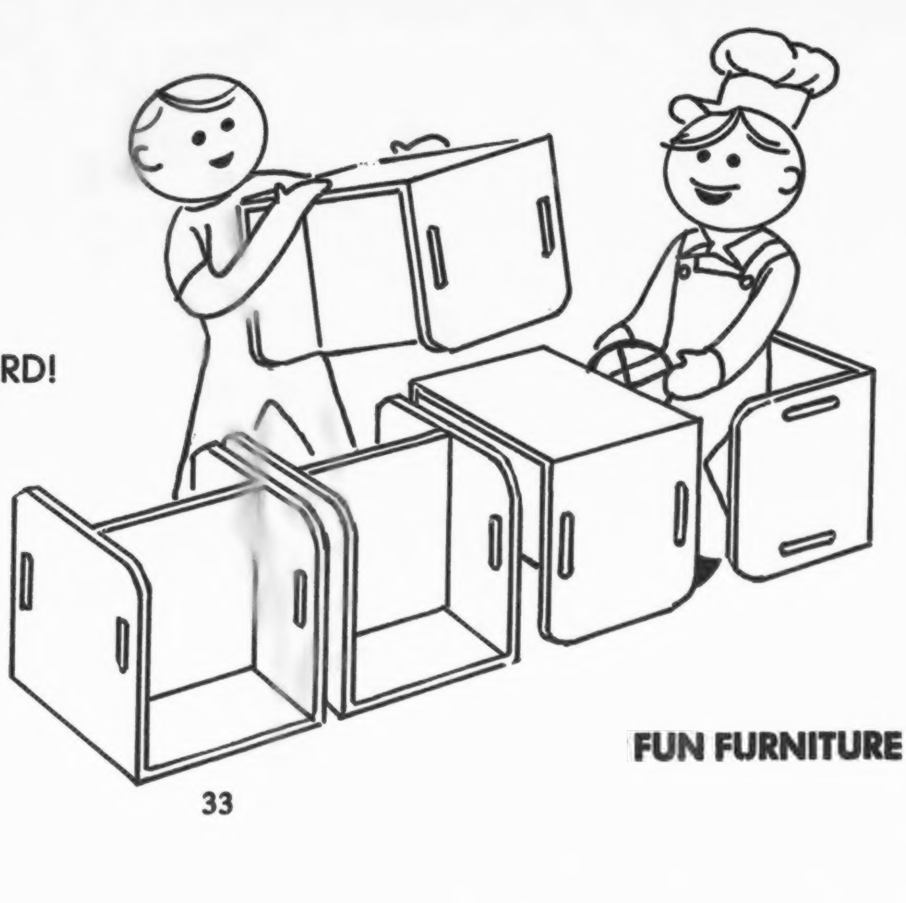
THIS SIZE FOR SMALLEST CHILDREN
FOR 4 & 5 YEAR OLDS MAKE 13½"X13½"



ARTIST AT WORK



TEA FOR TWO



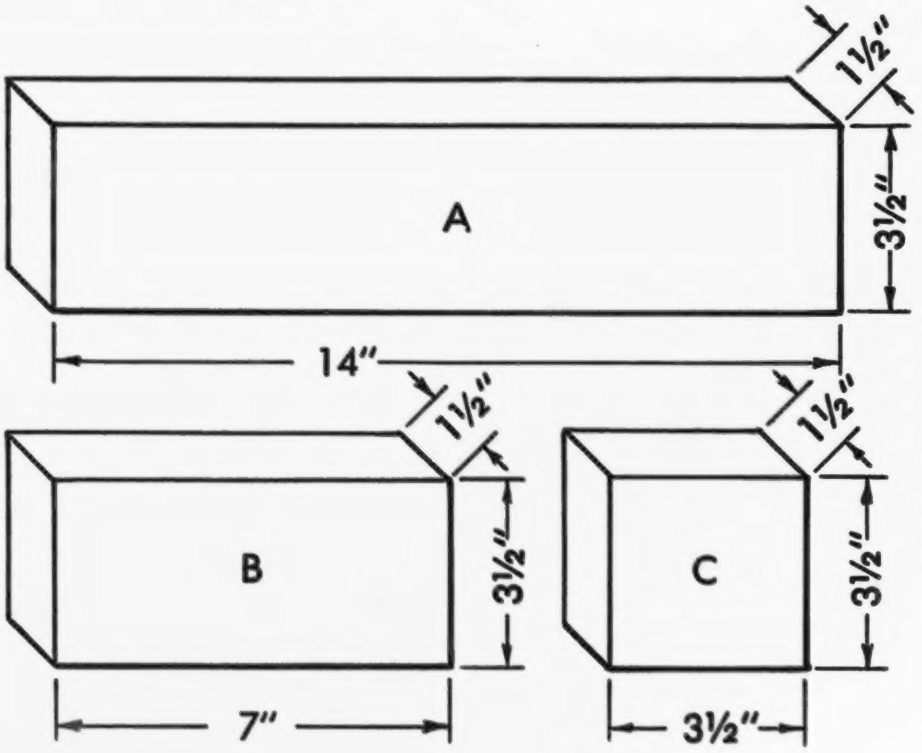
ALL ABOARD!

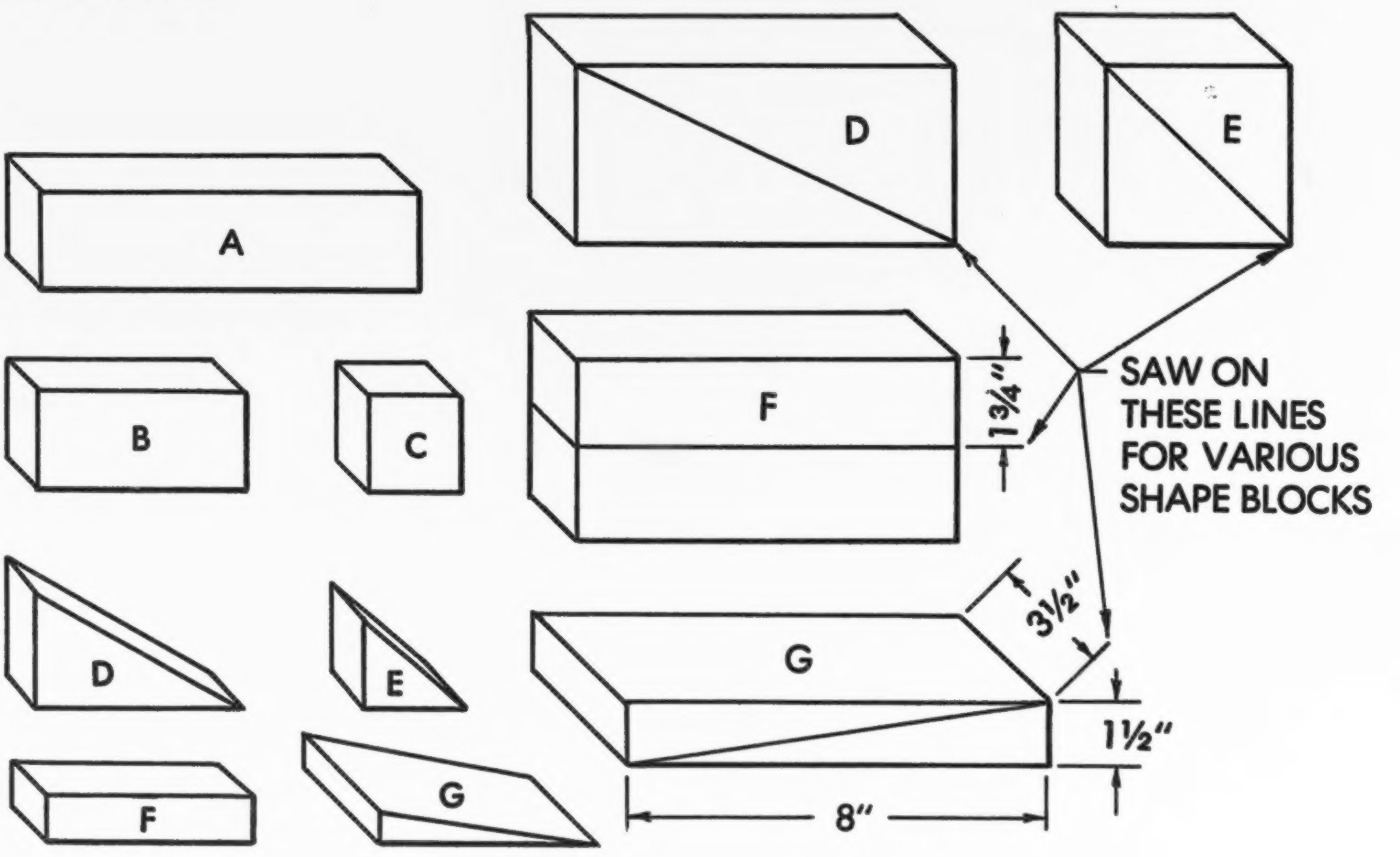
FUN FURNITURE

BLOCKS SHOULD HAVE ALL SIDES AND CORNERS SMOOTH. THOSE MADE FROM HARD WOOD ARE MORE EXPENSIVE BUT SPLINTER LESS. SOFT WOOD SUCH AS WHITE PINE IS EASIER TO WORK WITH AND IS LESS EXPENSIVE. PLASTIC WOOD MAY BE USED TO FILL ANY DEFECTS. THE BLOCKS CAN BE FINISHED WITH COMMERCIAL SEALER, THEN POLISHED WITH FINE STEEL WOOL AND WAXED.

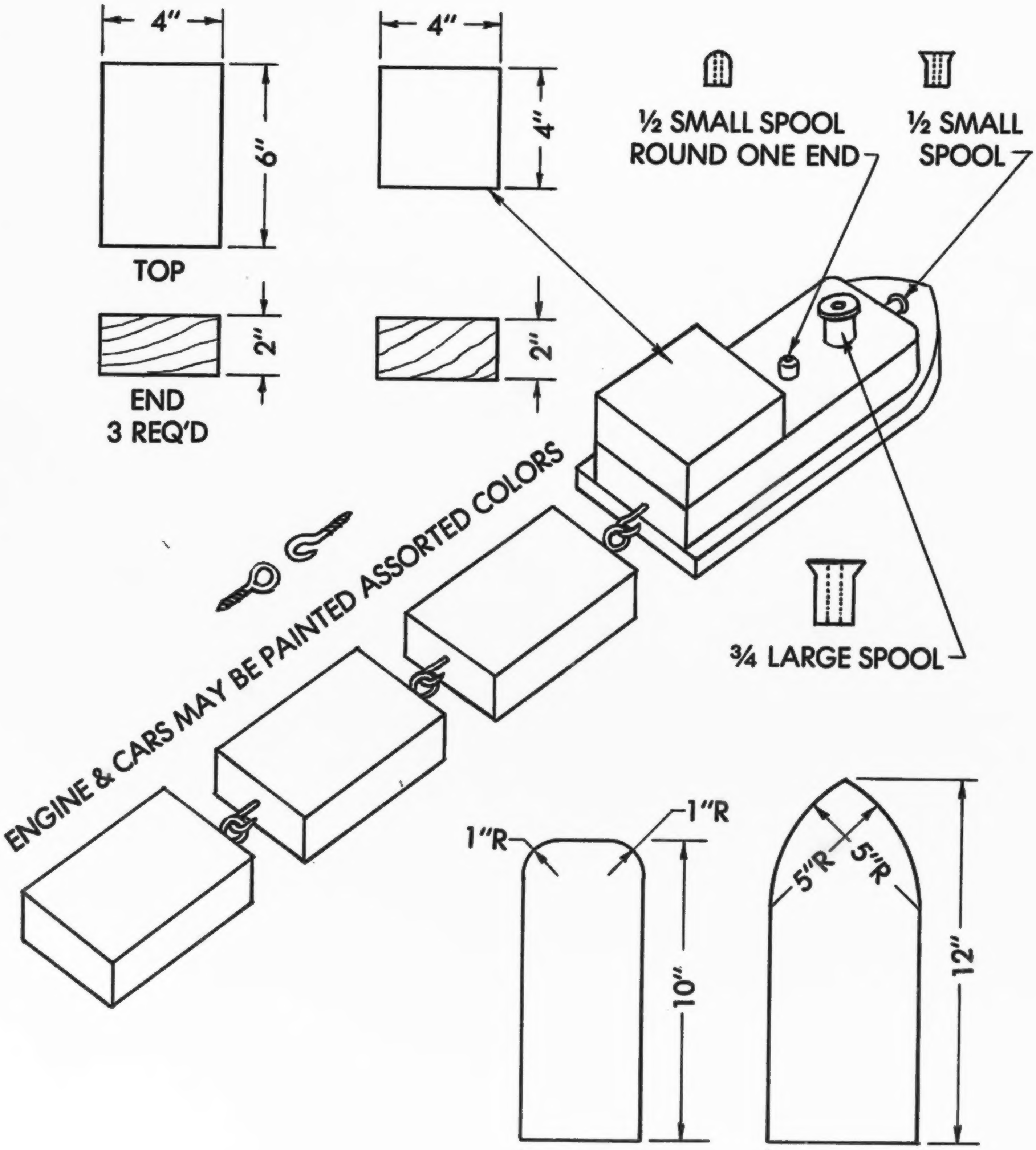
FOR QUANTITIES INDICATED BELOW, ABOUT 26FT. OF 2" X 4" IS REQUIRED - 32 BLOCKS SUGGESTED FOR 3 YEAR OLDS AND 55 FOR 4 YEARS.

8-A- DOUBLE UNITS
16-B- SINGLE UNITS
8-C- HALF UNITS
4-D- LARGE TRIANGLES
4-E- SMALL TRIANGLES
8-F- PILLARS
2-G- RAMPS



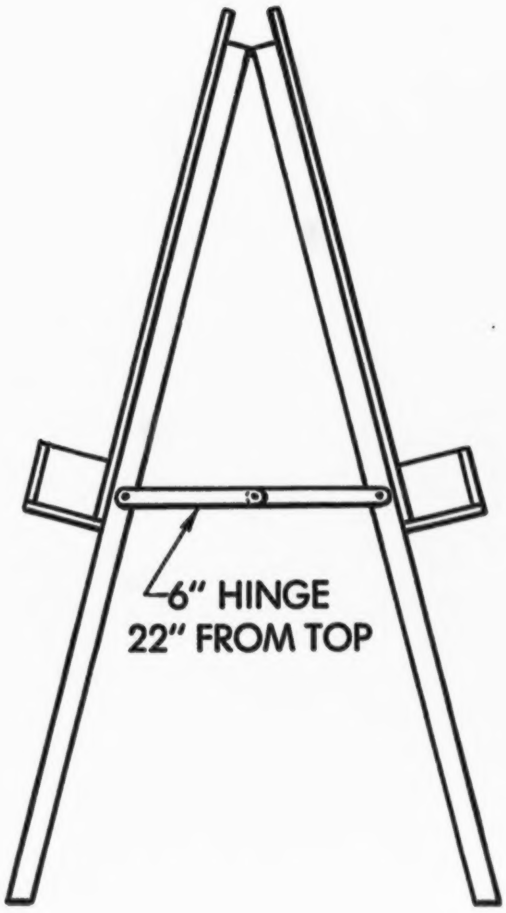


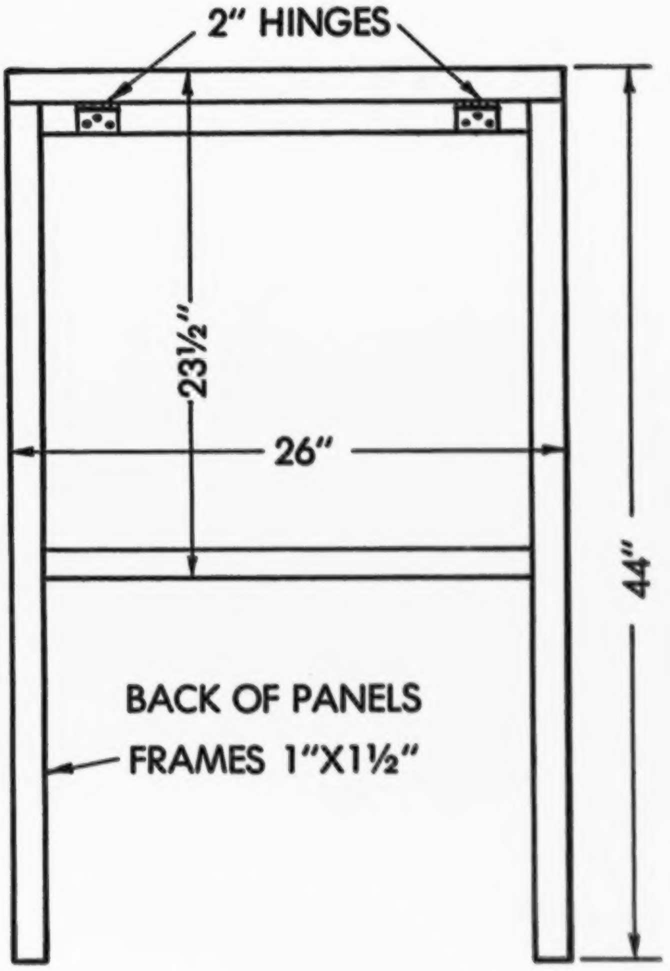
SAW ON THESE LINES FOR VARIOUS SHAPE BLOCKS

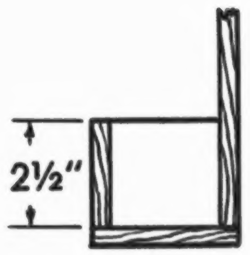

4"
6"
TOP
2"
END
3 REQ'D
4"
4"
2"
½ SMALL SPOOL
ROUND ONE END
½ SMALL
SPOOL
¾ LARGE SPOOL
1"R
1"R
10"
4"
2"
5"R
5"R
12"
5"
¾"

ENGINE & CARS MAY BE PAINTED ASSORTED COLORS

TRAIN


6" HINGE
22" FROM TOP

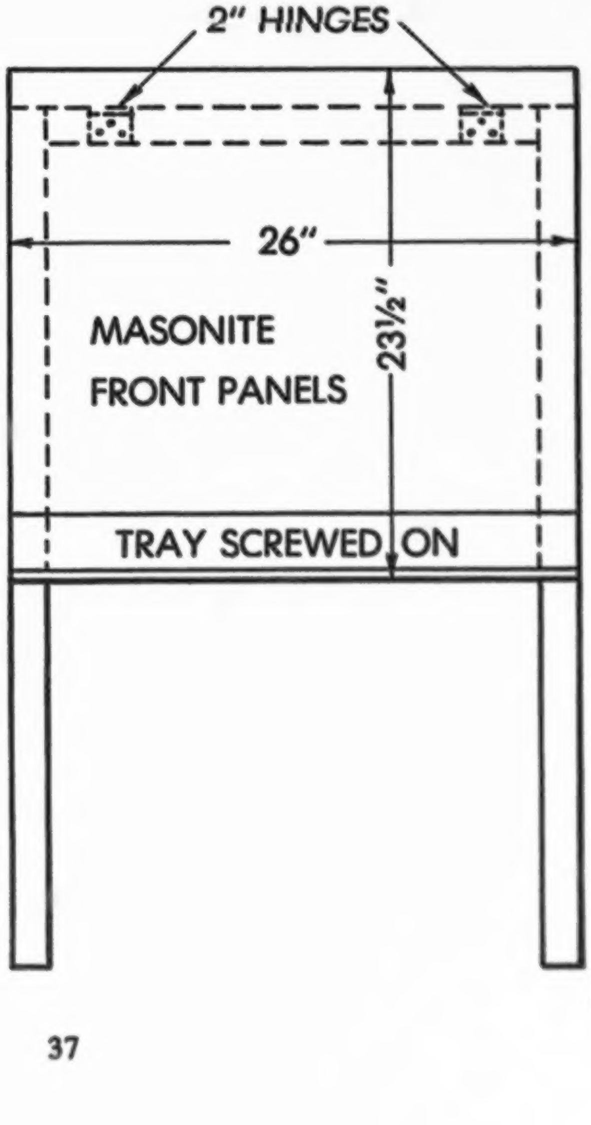

2" HINGES
23½"
26"
44"
BACK OF PANELS
FRAMES 1"X1½"



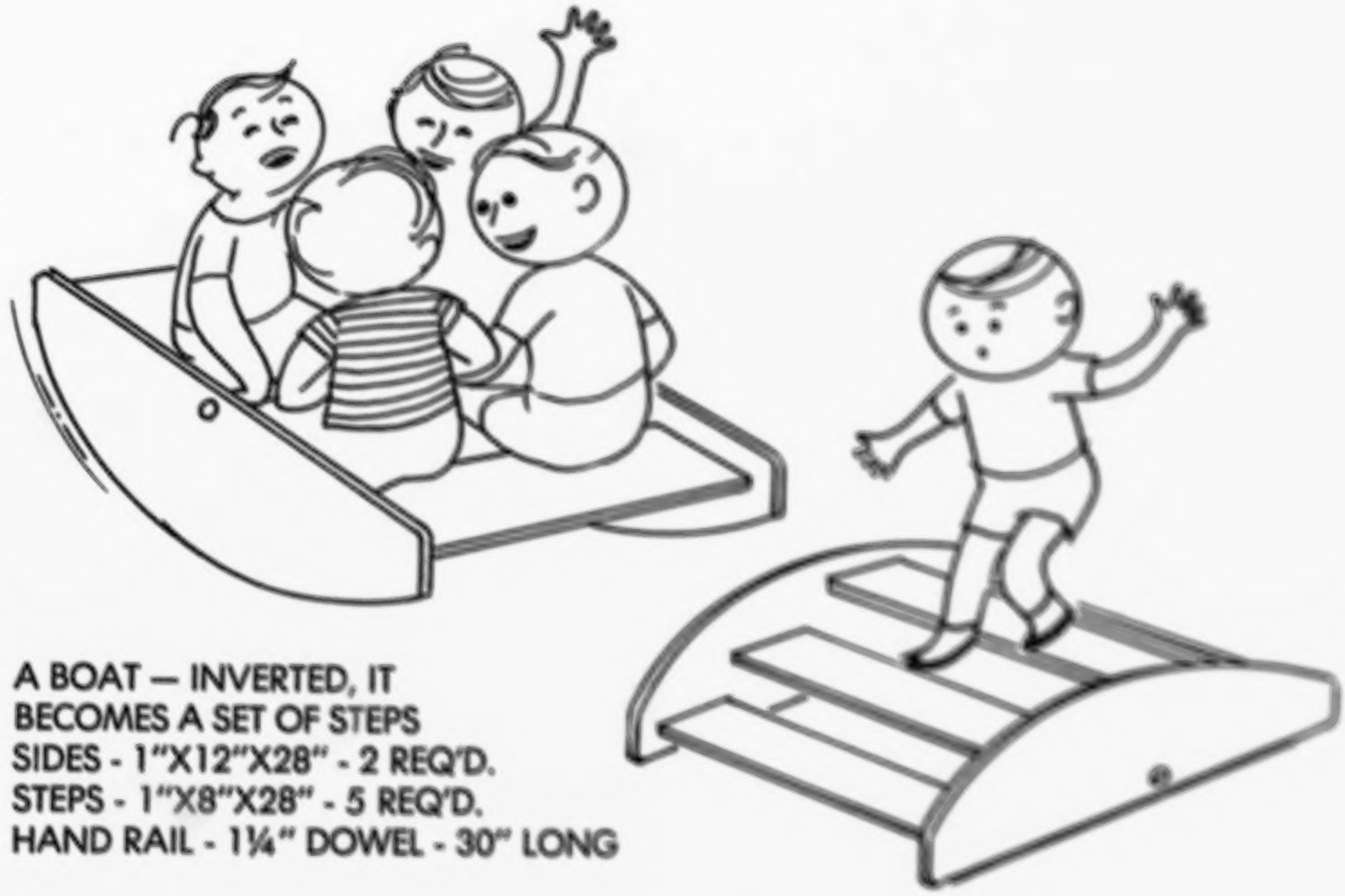
TRAY - ½" PLYWOOD

BOTTOM BOARD 3½"X26"
FRONT BOARD 2½"X26"
END PIECE 2½"X2½"

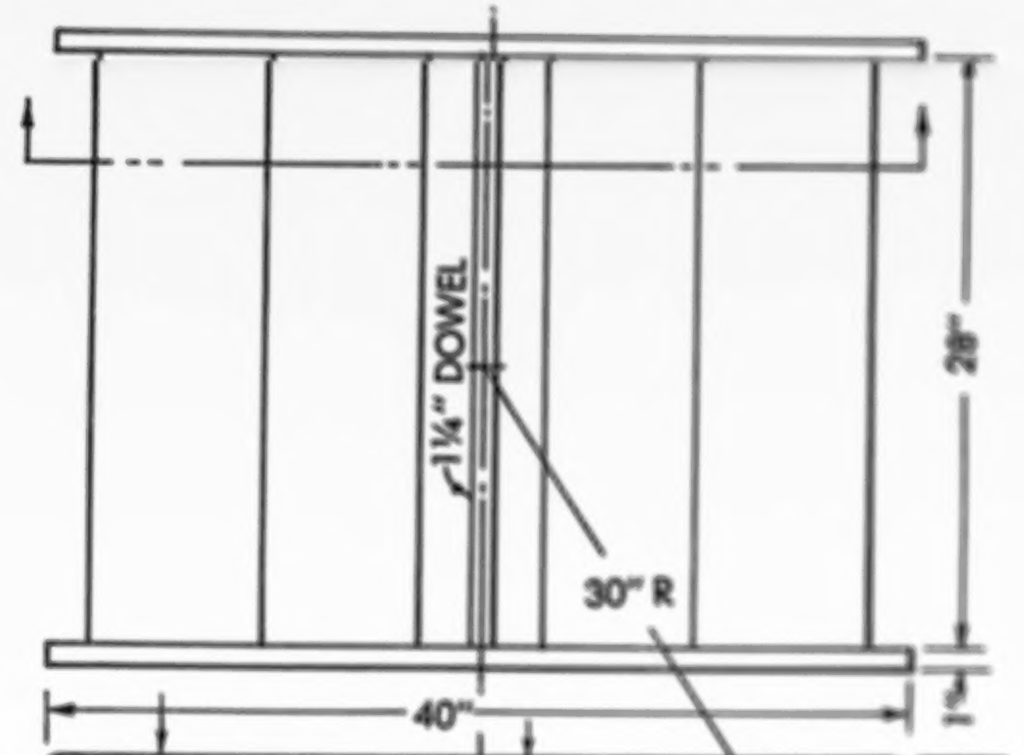
NOTE: 4 LARGE SPRING
CLIPS MAY BE USED TO
FASTEN DRAWING PAPER
TO MASONITE PANELS


2" HINGES
26"
23½"
MASONITE
FRONT PANELS
TRAY SCREWED ON

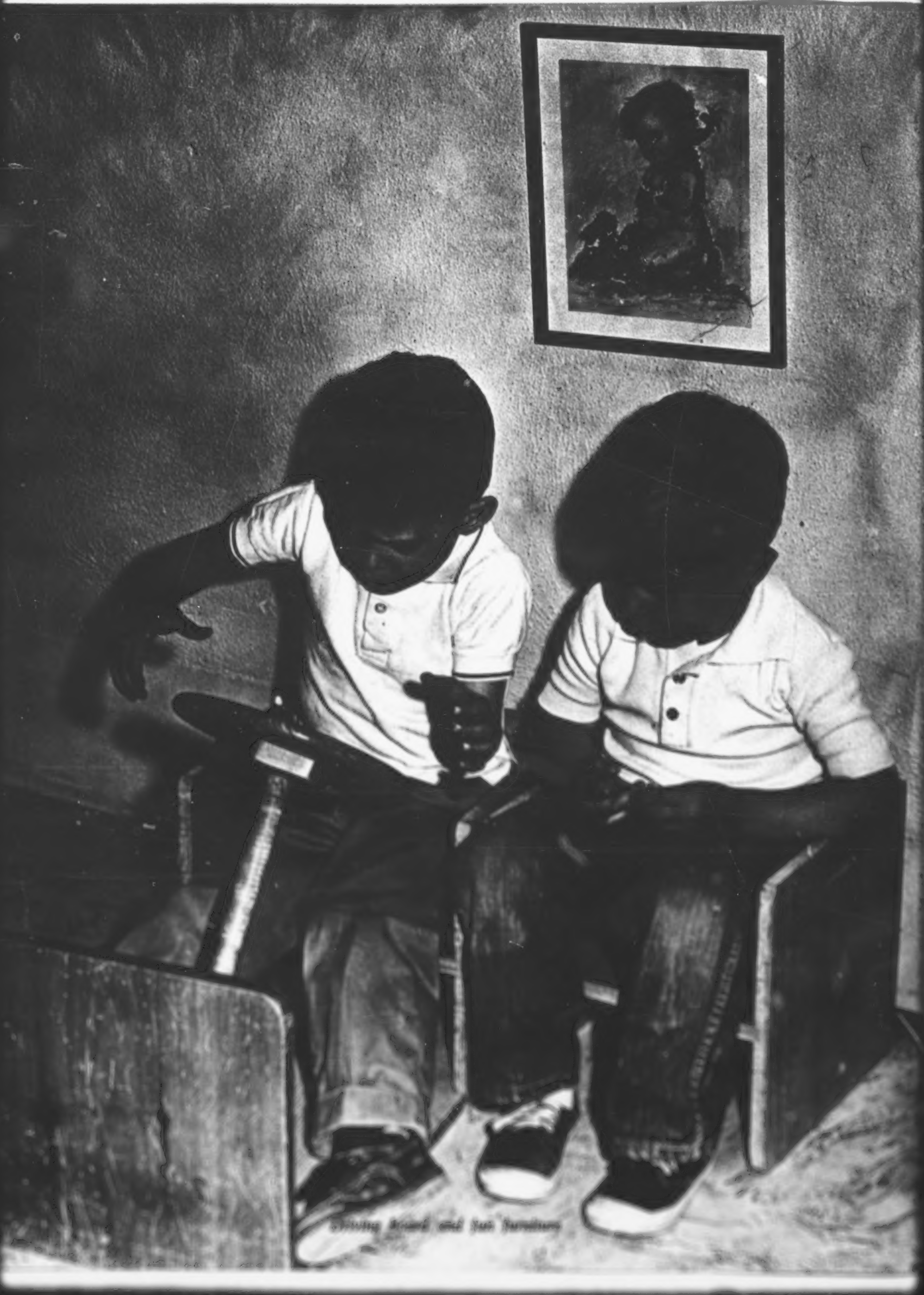
EASEL



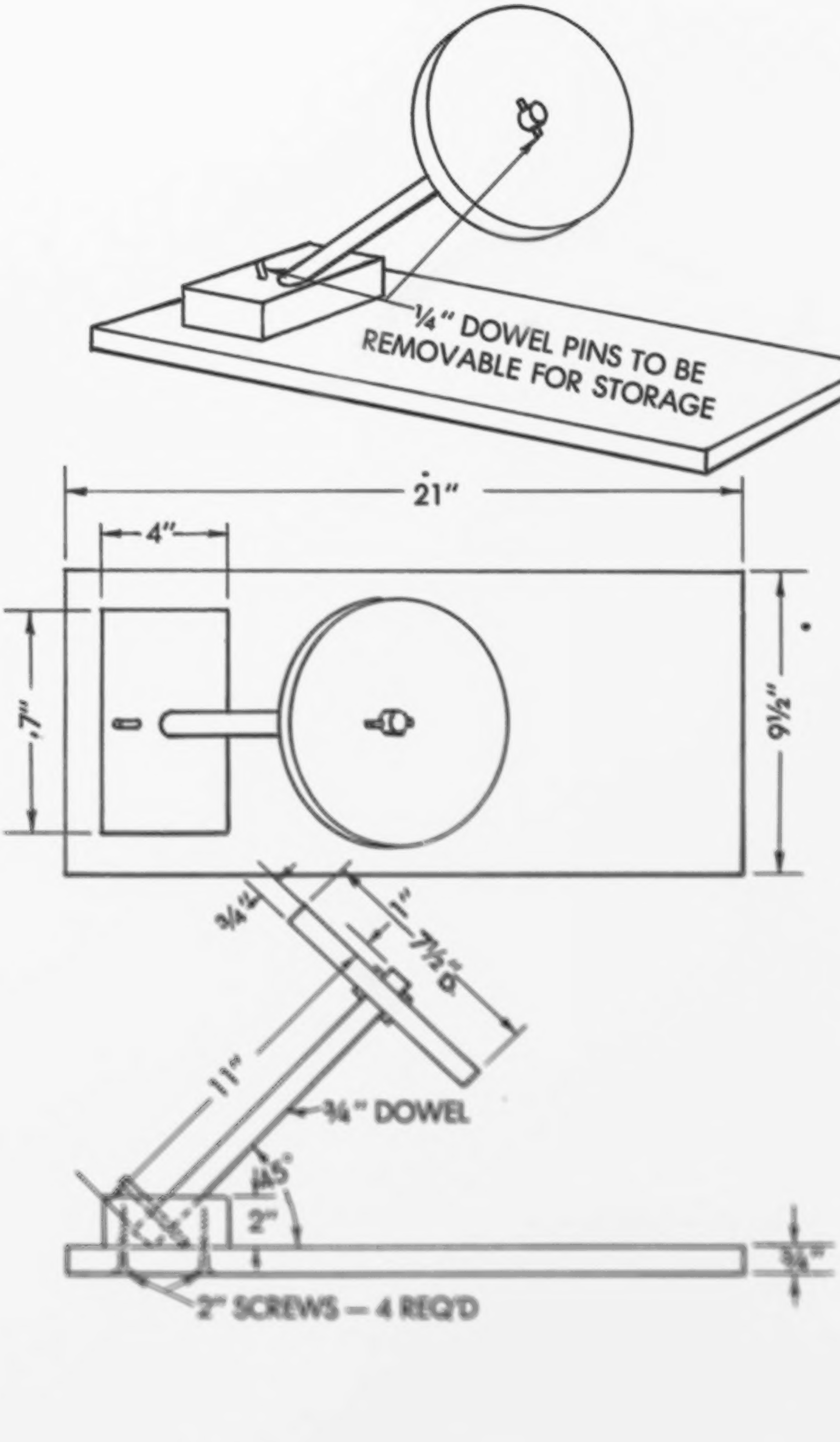
A BOAT — INVERTED, IT
BECOMES A SET OF STEPS
SIDES - 1"X12"X28" - 2 REQ'D.
STEPS - 1"X8"X28" - 5 REQ'D.
HAND RAIL - 1¼" DOWEL - 30" LONG


1¼" DOWEL
30" R
28"
1"
40"
2"
6"
10"
1½"
8"
12"
2"
9"
16"

Rocking boat

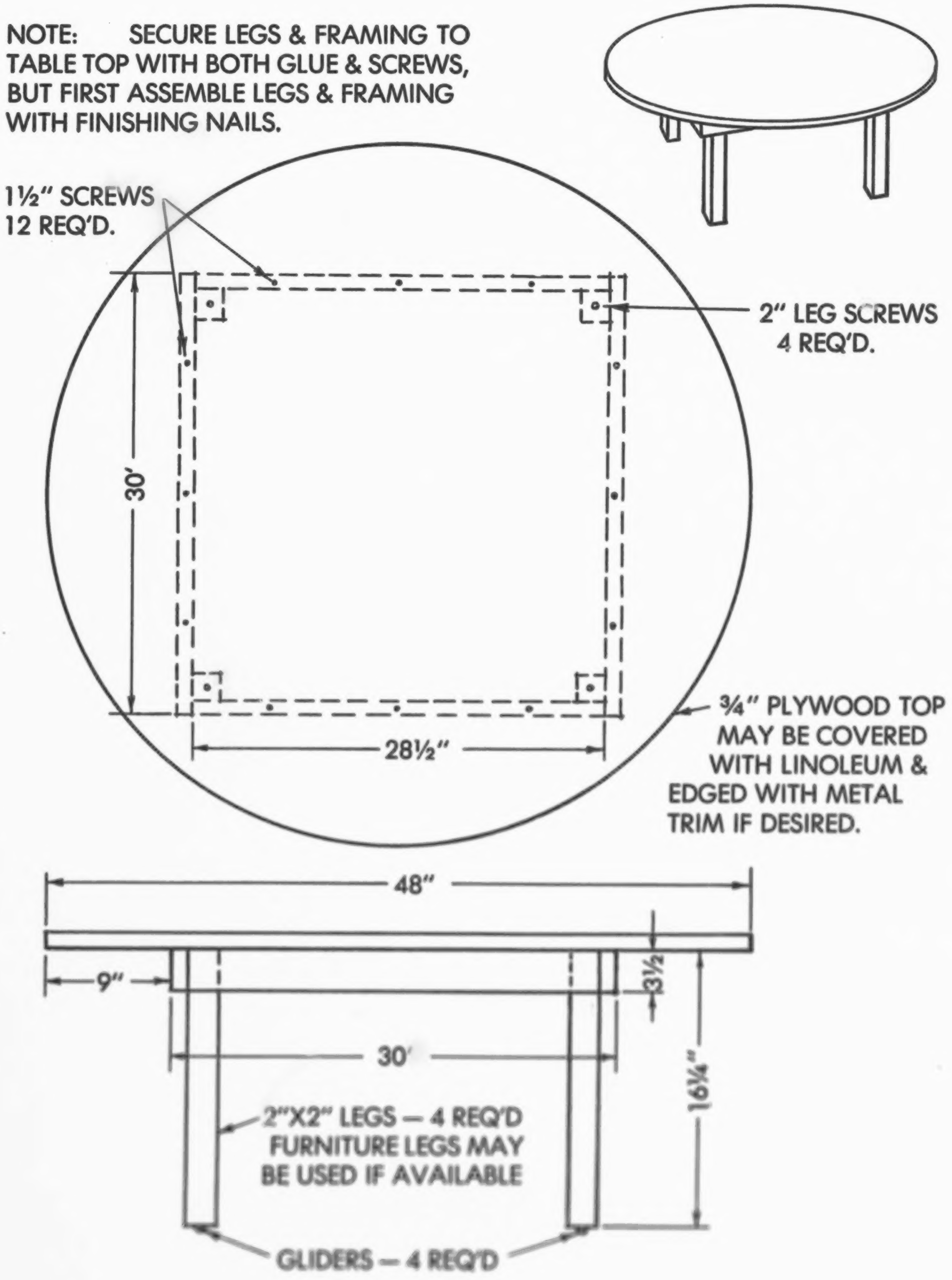


Driving Board and Tot Furniture


¼" DOWEL PINS TO BE REMOVABLE FOR STORAGE
21"
4"
7"
9½"
¾"
1"
7½" D
11"
¾" DOWEL
45°
2"
¾"
2" SCREWS — 4 REQ'D

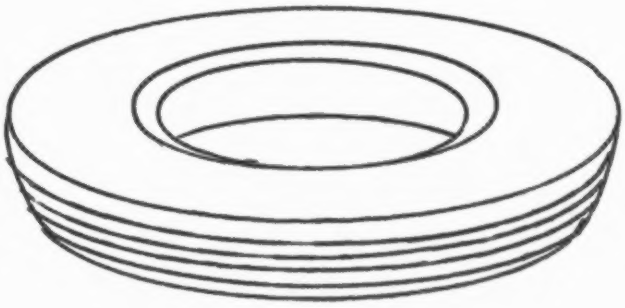
DRIVING BOARD

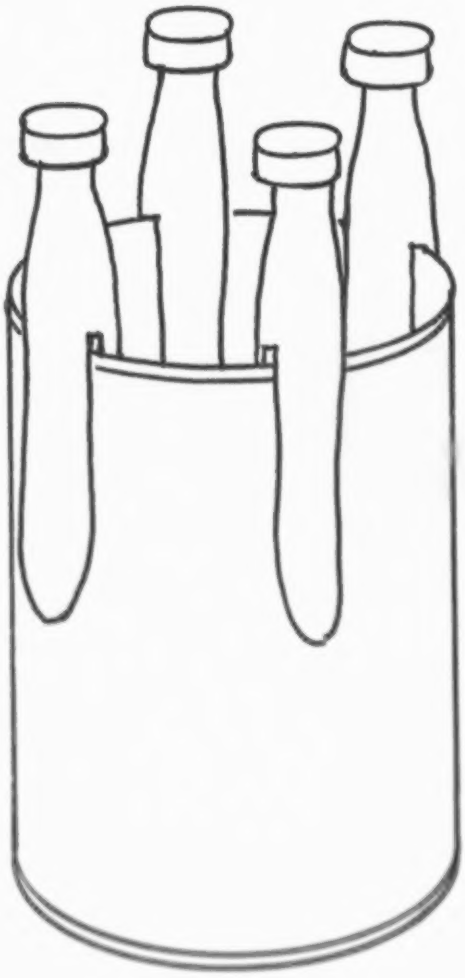
NOTE: SECURE LEGS & FRAMING TO TABLE TOP WITH BOTH GLUE & SCREWS, BUT FIRST ASSEMBLE LEGS & FRAMING WITH FINISHING NAILS.


1½" SCREWS
12 REQ'D.
2" LEG SCREWS
4 REQ'D.
30'
28½"
¾" PLYWOOD TOP MAY BE COVERED WITH LINOLEUM & EDGED WITH METAL TRIM IF DESIRED.
48"
9"
3½
30'
16¼"
2"X2" LEGS — 4 REQ'D
FURNITURE LEGS MAY BE USED IF AVAILABLE
GLIDERS — 4 REQ'D

WATER TABLE

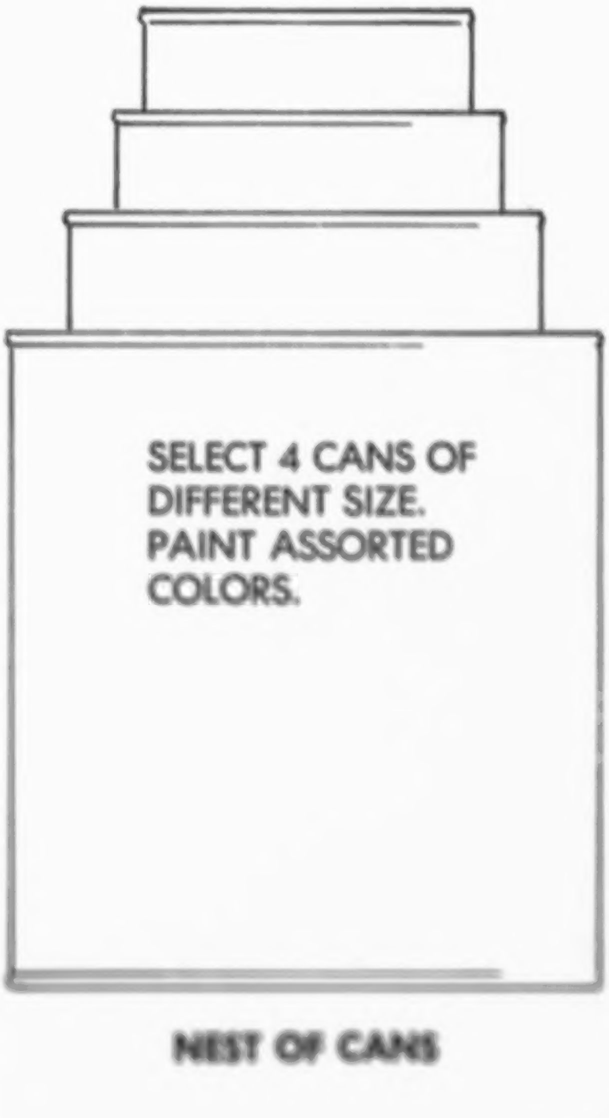
CUT TRUCK TIRE IN HALF, USING KEYHOLE SAW. WEDGE AS YOU CUT TO KEEP SAW FROM BINDING. FILL WITH WATER. MAY ALSO BE USED AS SAND BOX.





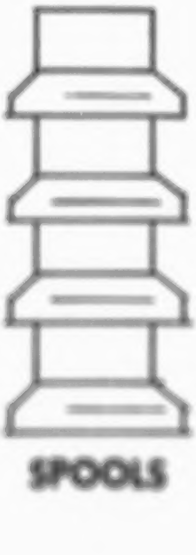
CLOTHES PIN & CAN

PAINT CAN STRIPED COLORS AND CLOTHES PINS TO MATCH.



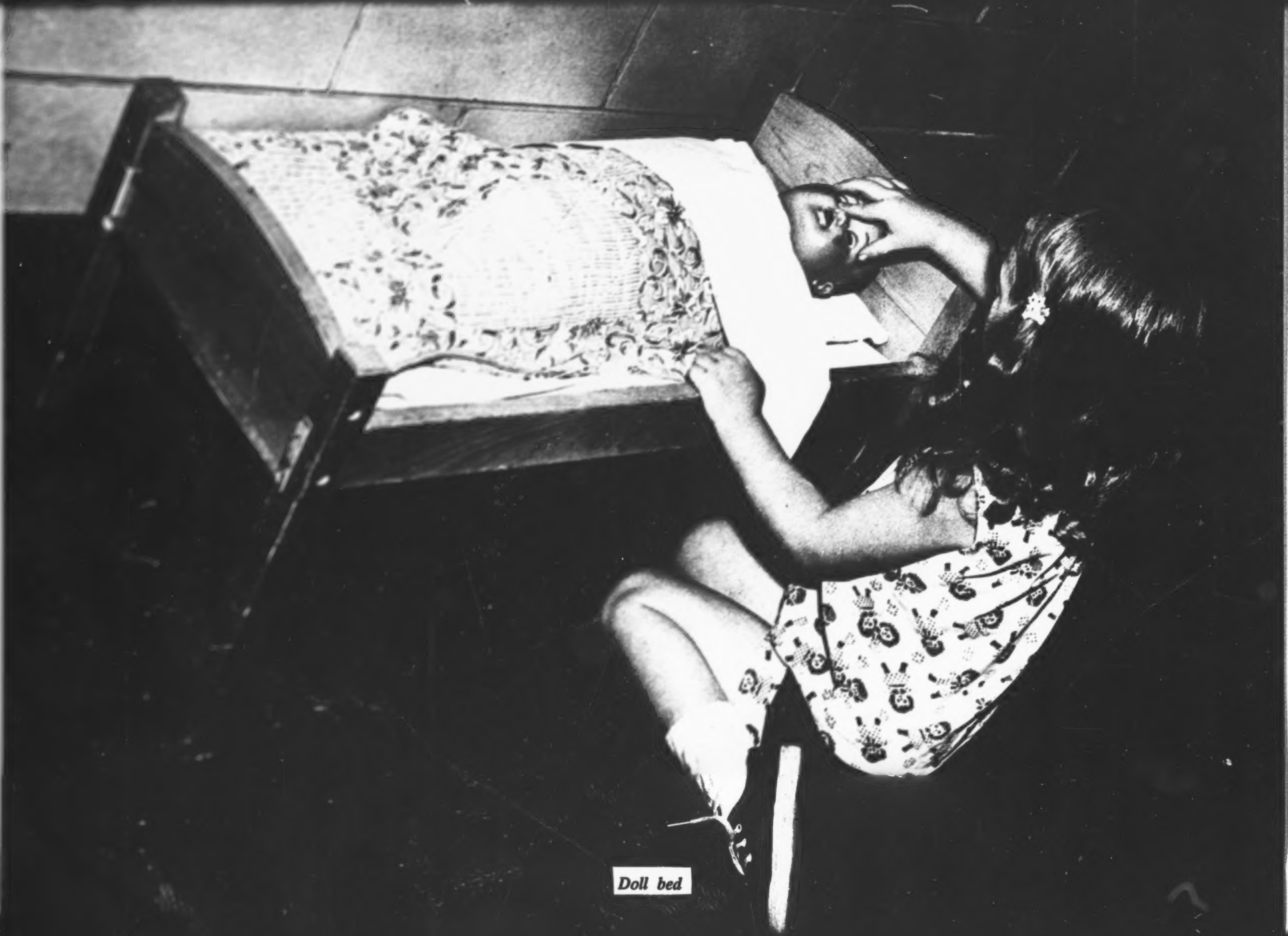
SELECT 4 CANS OF DIFFERENT SIZE. PAINT ASSORTED COLORS.

NEST OF CANS

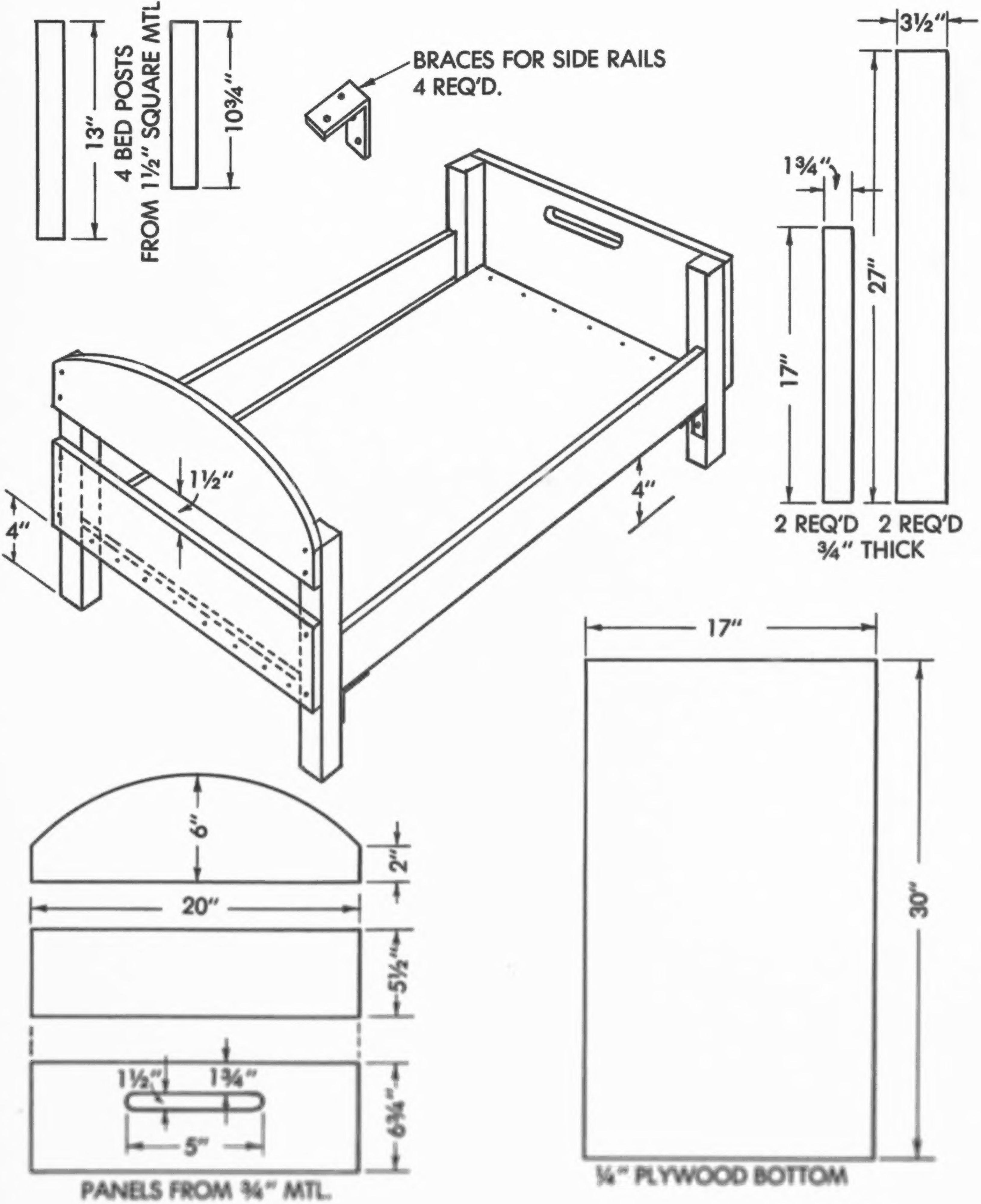


CUT SPOOLS IN HALF, PAINT AND STRING ON PLASTIC LACING OR STRING.

SPOOLS



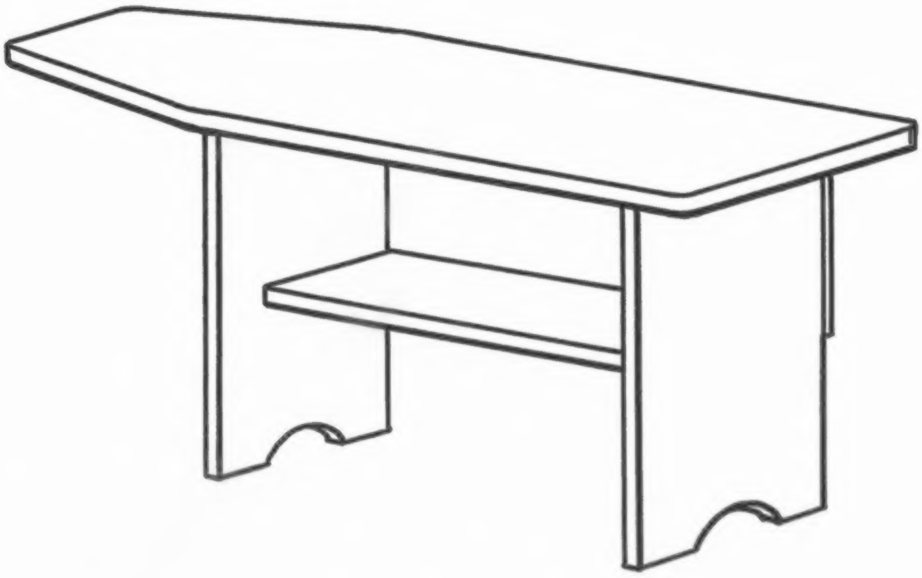
Doll bed

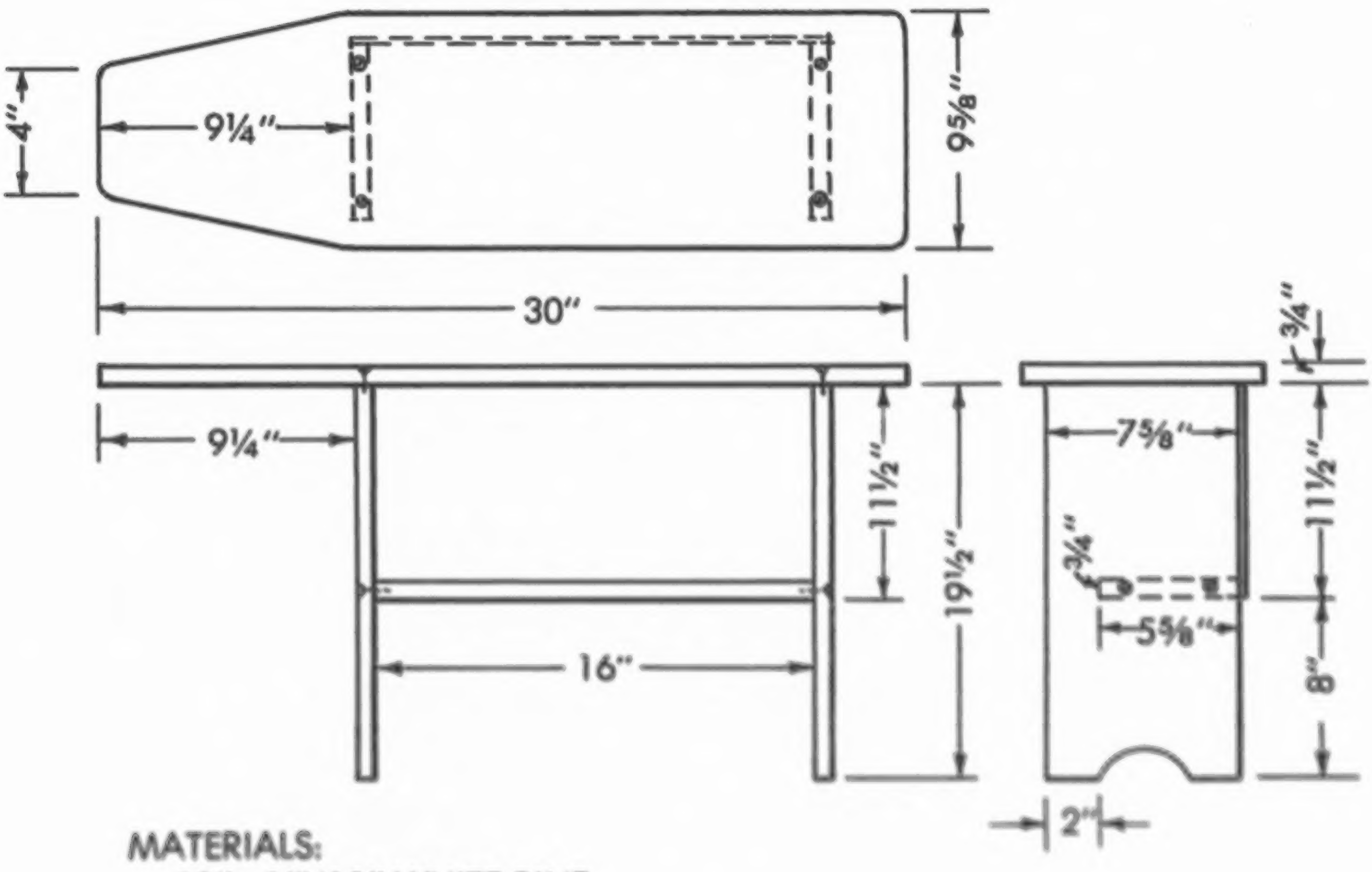

13"
10¾"
4 BED POSTS
FROM 1½" SQUARE MTL.
BRACES FOR SIDE RAILS
4 REQ'D.
3½"
1¾"
27"
17"
2 REQ'D
2 REQ'D
¾" THICK
1½"
4"
4"
17"
30"
6"
2"
20"
5½"
1½"
1¾"
6¾"
5"

PANELS FROM ¾" MTL.

¼" PLYWOOD BOTTOM

DOLL BED

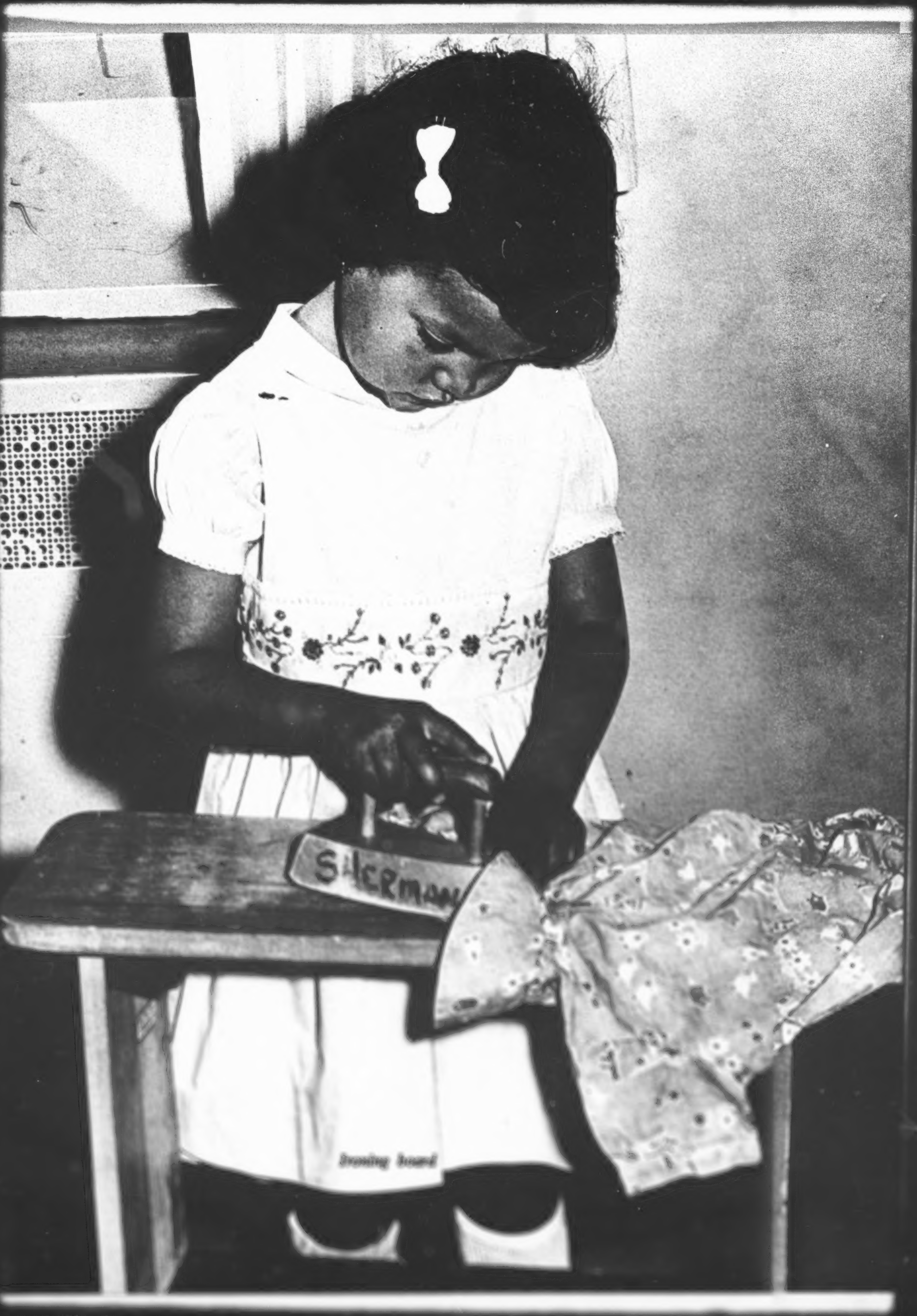



4"
9¼"
9⅝"
30"
9¼"
11½"
19½"
16"
¾"
7⅝"
11½"
¾"
5⅝"
8"
2"

MATERIALS:
30" - 1"X10" WHITE PINE
39" - 1"X8" WHITE PINE
16" - 1"X6" WHITE PINE

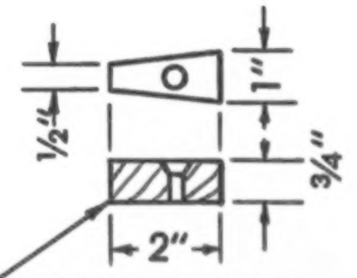
1 PC. - 12"X18" PLYWOOD ¼"
8 - NO. 8 SCREWS - 1½" LG.
8 - NO. 6 SCREWS - ½" LG.
NOTE: — ALL MATERIALS ¾" FINISH EXCEPT BACK
OF SHELF AREA WHICH IS ¼" PLYWOOD

IRONING BOARD WITH SHELF

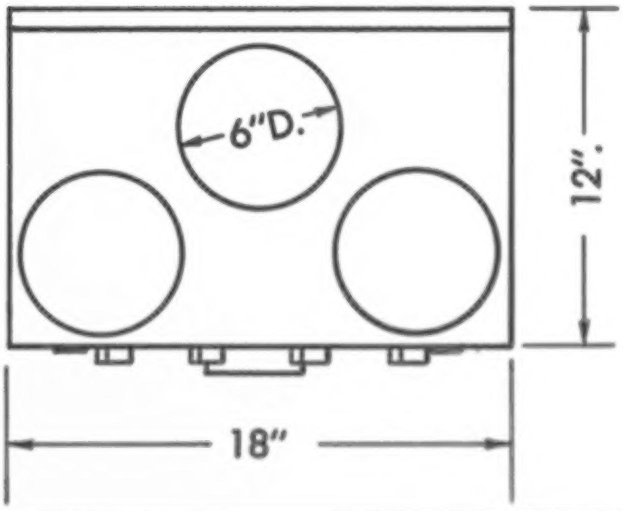


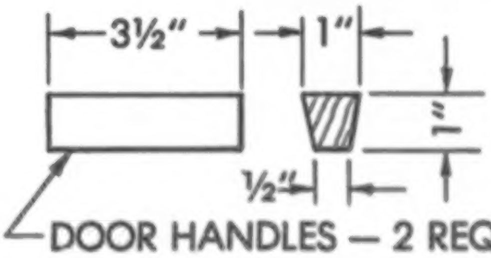
Ironing board

MATERIALS
ALL PIECES MADE FROM ¾" STOCK EXCEPT BURNERS - ⅛" MASONITE, AND BACK - OF ¼" PLYWOOD - 18"X23¼".
TOP - 1"X18"
ENDS - 11"X23¼" - 2 REQ'D.
SHELVES - 11"X16½" - 2 REQ'D.
DOORS - 7"X18" & 8½"X18"
DOOR MOUNTS - 3"X18" & 1¼"X18"
CONTROL PANEL - 3½"X18"
STOVE TOP PANEL - 3½"X18"
ASSEMBLE WITH FINISHING NAILS, PLUS WOOD GLUF WHEREVER PRACTICAL.

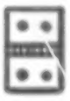


OVEN & BURNER CONTROLS — 4 REQ'D.
USE 1¼" FLATHEAD SCREWS.

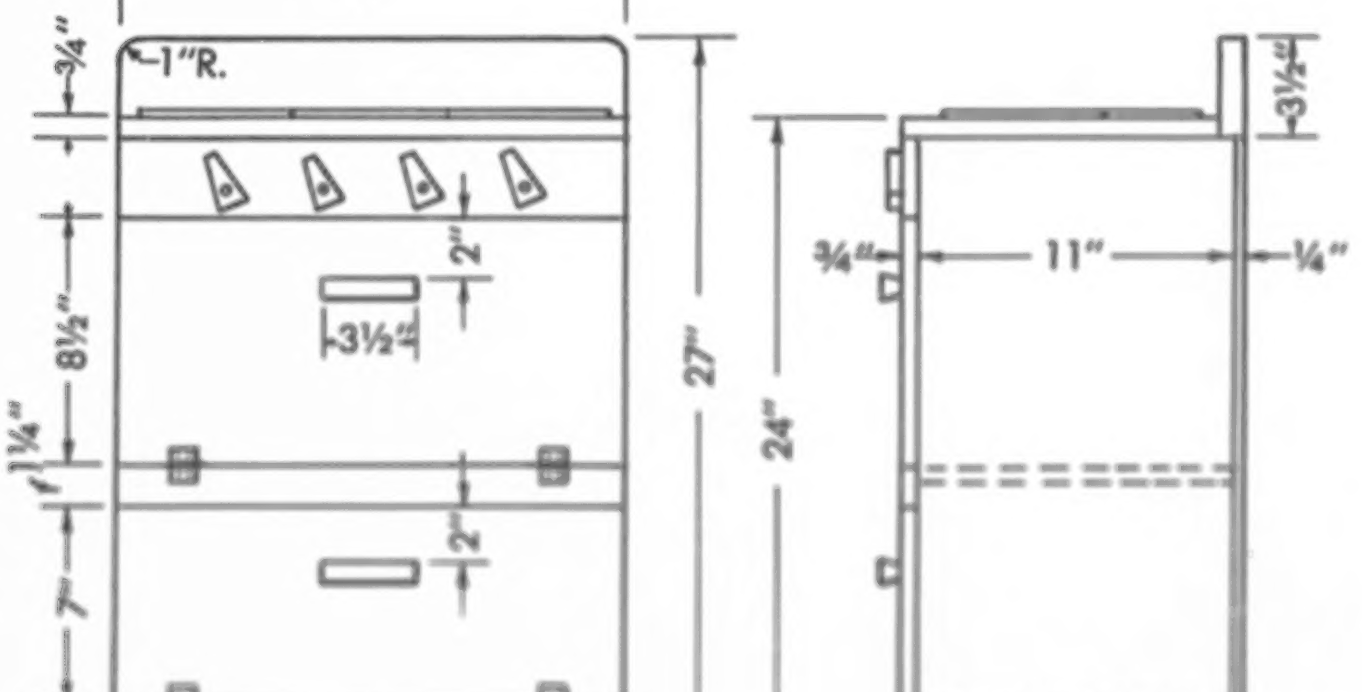




DOOR HANDLES — 2 REQ'D.

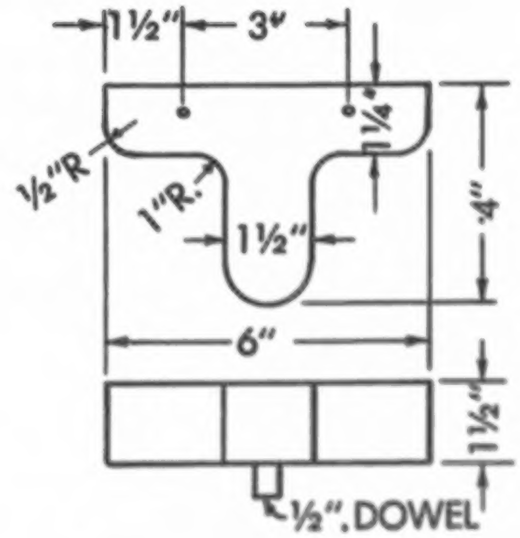


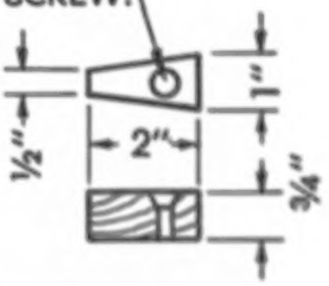
1" SCREEN DOOR — TYPE HINGES — 4 REQ'D.



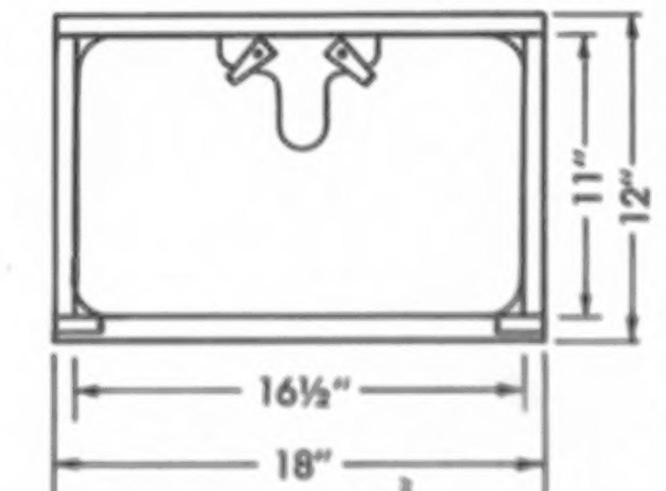
SILENT DOME GLIDERS — 4 REQ'D.

STOVE


1½"
3"
1¼"
½"R
1"R.
1½"
4"
6"
1½"
½". DOWEL

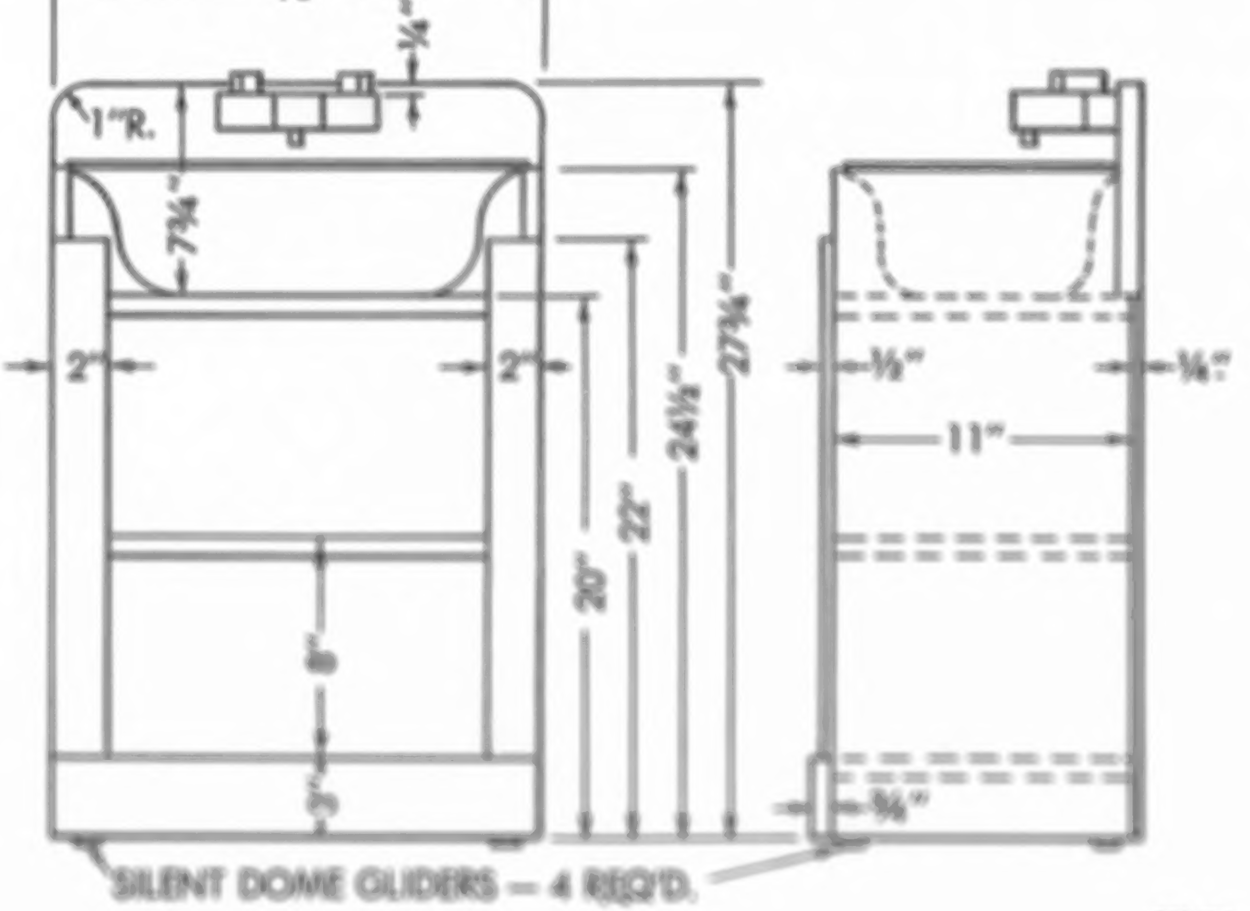

DRILL & COUNTERSINK FOR 1¼" FLATHEAD SCREW.
1"
½"
2"
¾"

WATER FAUCETS — 2 REQ'D.



MATERIALS
1 PC. ¾"X7¾"X18"
2 PC. ½"X2"X19"
1 PC. ¾"X3"X18"
2 PC. ¾"X11"X24½"
3 PC. ¾"X11"X16½"
1 PC. ¼" PLYWOOD 18"X20"
1 PAN - MIRRO ALUMINUM NO. 774AM OR PLASTIC APPROX. 12"X17"X4¾"

ASSEMBLE SINK WITH FINISHING NAILS AND WOOD GLUE WHEREVER PRACTICAL.


¼"
1"R.
7¾"
2"
2"
8"
3"
20"
22"
24½"
27¾"
½"
¼"
11"
¾"
SILENT DOME GLIDERS — 4 REQ'D.

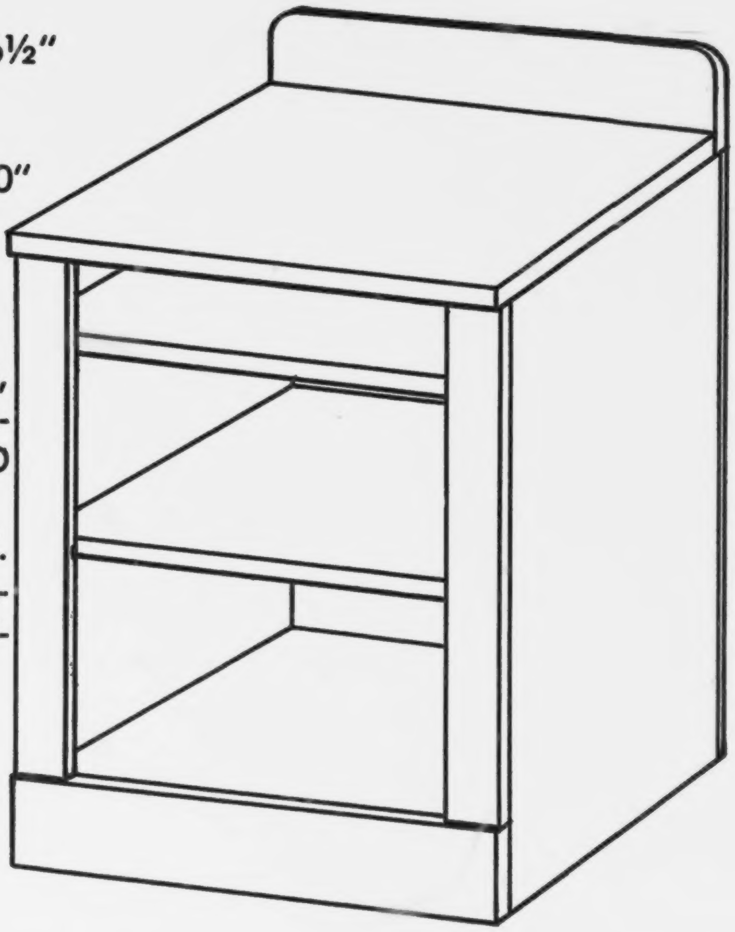
SINK

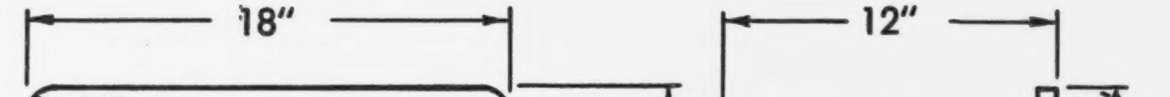
Stove, sink, and cupboard

MATERIALS
TOP — FINISH ¾"X11½" X18"
SIDES — ¾"X11" 24"
SHELVING — ½" PLYWOOD 11"X16½"
BACK — ¼" PLYWOOD 18"X23¼"
BOTTOM SHELF — ¾"X11"X16½"
TRIM — ¾"X3½"X36" & ½"X2"X40"

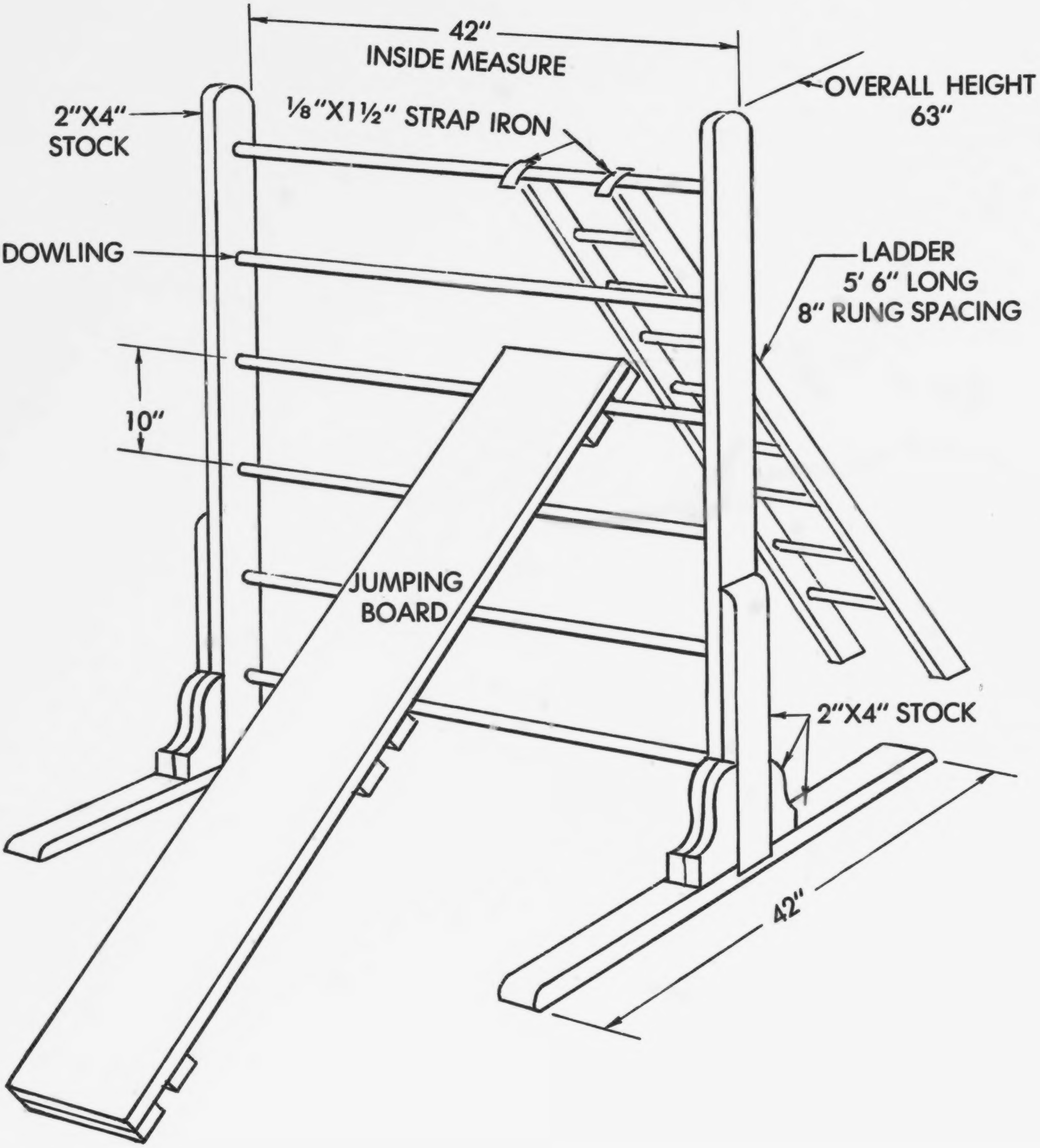
NOTE

IF SHELVING INSTALLED IN GROOVES, ADD ½" TO INDICATED LENGTH. OTHERWISE SECURE TO ½" QUARTER ROUND NAILED TO SIDES BEFORE ASSEMBLY. FINISHING NAILS USED THROUGHOUT. TOP SHELF INTENDED FOR TRAY FOR TABLEWARE. USE MASONITE OR ¼" PLYWOOD.

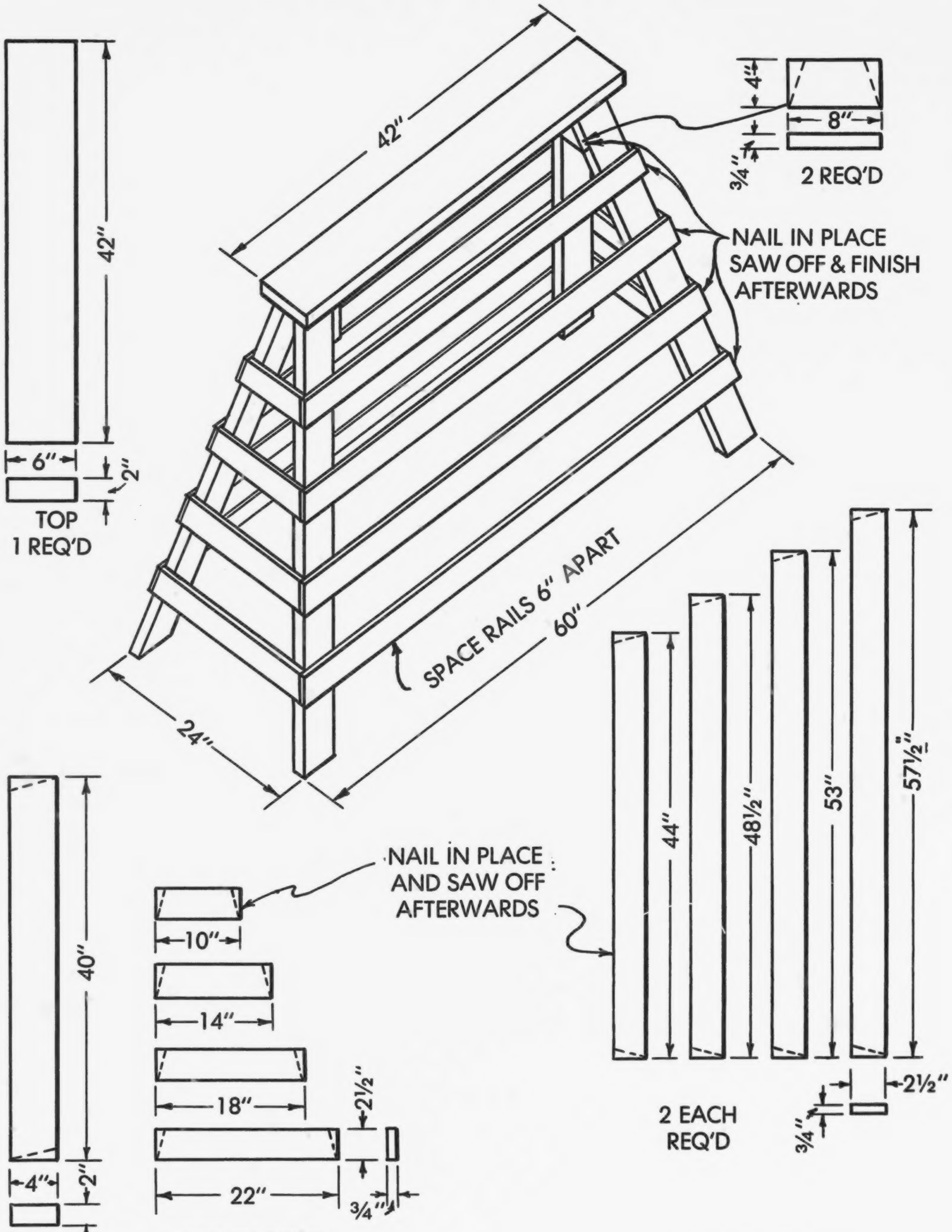



18"
1"R
2"
20"
12½"
4"
3½"
24"
27"
12"
3½"
½"
11"
¼"
¾"
SILENT DOME GLIDERS — 4 REQ'D.

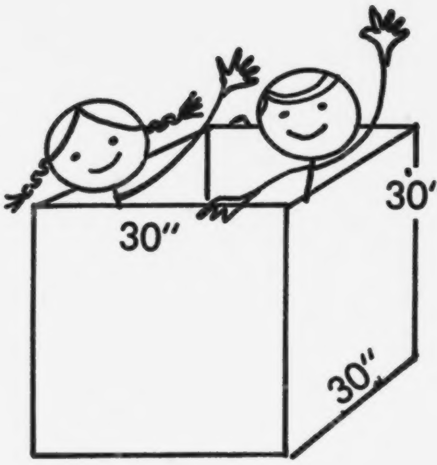
CUPBOARD


42″
INSIDE MEASURE
2″X4″
STOCK
⅛″X1½″ STRAP IRON
OVERALL HEIGHT
63″
1″ DOWLING
LADDER
5′ 6″ LONG
8″ RUNG SPACING
10″
JUMPING
BOARD
2″X4″ STOCK
42″

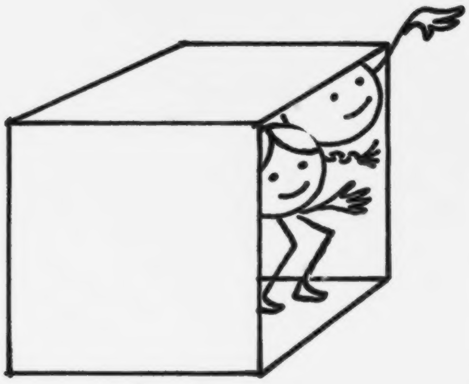
LADDER UNIT


42″
42″
6″
2″
TOP
1 REQ'D
4″
8″
3/4″
2 REQ'D
NAIL IN PLACE
SAW OFF & FINISH
AFTERWARDS
SPACE RAILS 6″ APART
60″
24″
40″
4″
2″
LEGS
4 REQ'D
NAIL IN PLACE
AND SAW OFF
AFTERWARDS
10″
14″
18″
22″
2½″
3/4″
2 EACH REQ'D
44″
48½″
53″
57½″
2½″
3/4″
2 EACH
REQ'D

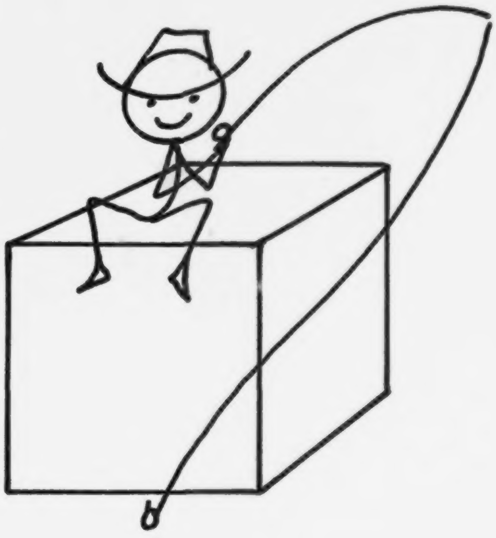
CLIMBING HORSE



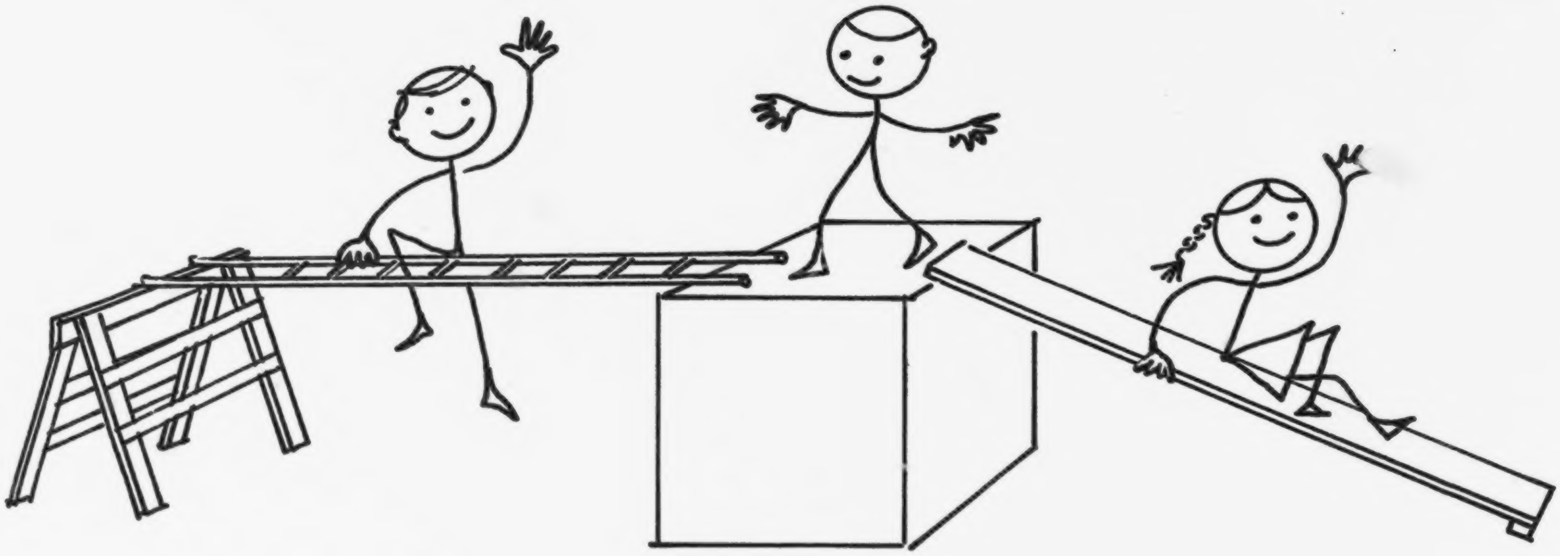
BOAT
TRAIN
PLANE
PIT



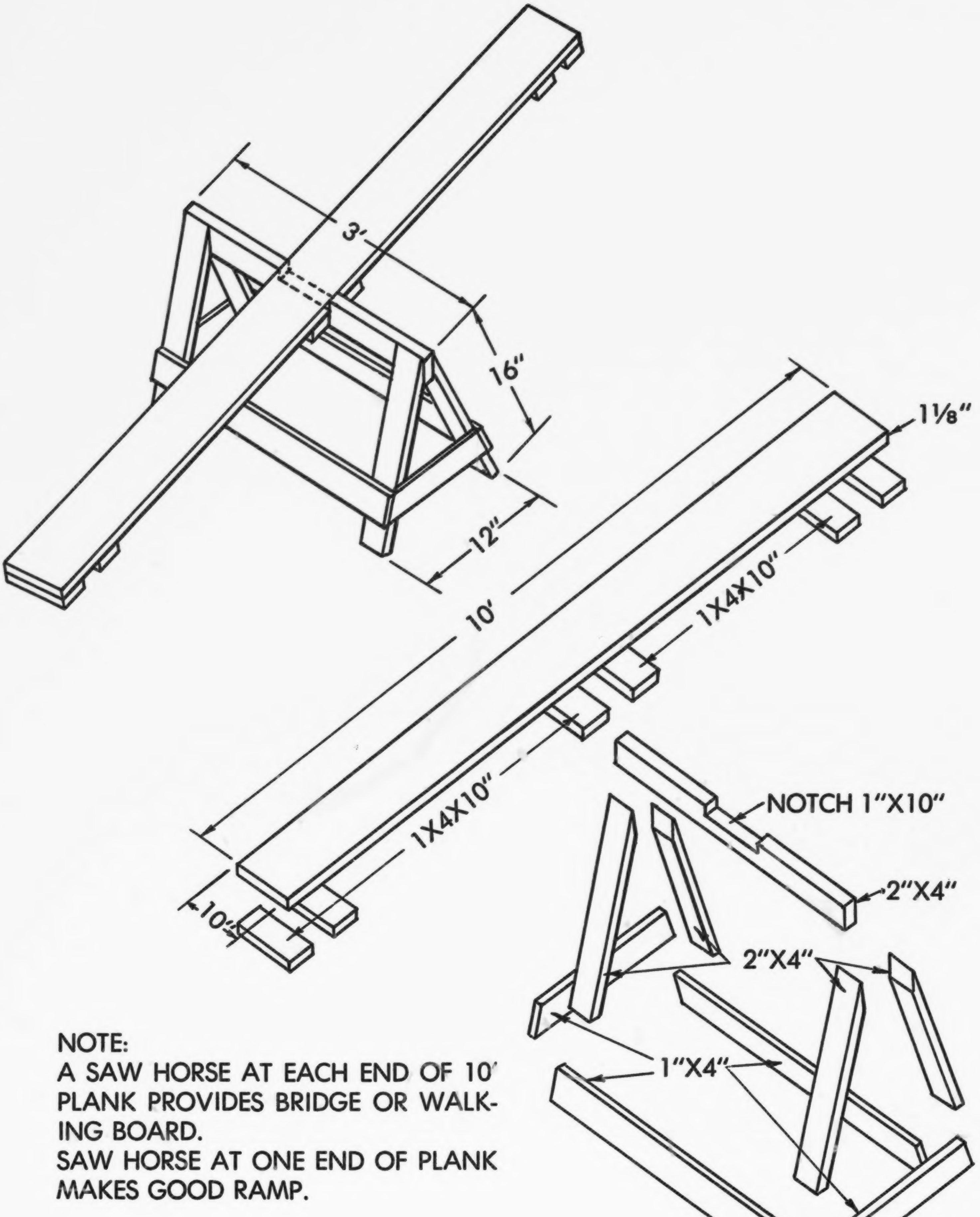
CAGE
GARAGE
HOUSE



PLATFORM
DOCK



JUST AN EMPTY BOX?


3'
16"
12"
10'
1⅛"
1X4X10"
1X4X10"
10"
NOTCH 1"X10"
2"X4"
2"X4"
1"X4"

NOTE:
A SAW HORSE AT EACH END OF 10' PLANK PROVIDES BRIDGE OR WALKING BOARD.
SAW HORSE AT ONE END OF PLANK MAKES GOOD RAMP.

SAW HORSE & WALKING BOARD

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Music

Singing is as natural as speaking

Music and rhythm are fun and should be an important part of everyday living. Where there is singing and dancing, there tends to be joy and laughter.

Music in the preschool should take place all day long, rather than be limited to a certain time of the day — singing on the playground, singing during indoor play, singing about what the children are doing and wearing.

Through music the child expresses his feeling and emotions and finds a creative outlet for youthful energies. Music brightens the mind, enriches the spirit and develops the body.

Singing

Singing is the most elementary form of music, and it is as natural as speaking. The teacher's pleasure in music will determine the children's response, for genuine enthusiasm is contagious. She need not be a good singer to awaken interest in children.

There is no swifter or happier release from nervous tension than spontaneous singing. If the teacher sings spontaneously, the children will sing along.

Folk songs, familiar nursery rhymes, and songs about the home, the community, the seasons and animals are suitable for preschool children. The melody, while retaining its simple and repetitive quality, can become further developed as a tune; rhythms can be more sharply accented to help body movement, such as in songs for walking, rolling, swaying, chugging; but the concentration is still on sound and rhythm rather than on content and meaning. The range of preschool children's voices is usually from middle C to C or D above.

A song can be created from a chant picked up from what the children are doing or saying, such as pound, pound, pound; bounce, bounce, bounce; I like you, I like you. The teacher can use a melody that is familiar if she finds it difficult to create a new melody. She should encourage the children to make up their own songs or new verses to familiar tunes.

Children learn a song by hearing it sung, rather than by having it taught to them. The teacher may sing a song many times while the children are playing, before she sings it with the group. As the children are ready, they will start singing with the teacher. Children like to sing the same songs over and over again. Since it is easier for children to match a voice with their voices than to match the tones of an instrument, it is better to use the piano after the children know the song.

Music can be very helpful in creating the right mood for rest. Many children hum or sing a favorite song to themselves as they relax.

There are many good songs and song books that are suitable for young children. Some of these are listed at the close of this chapter and in the appendix.

Children should be encouraged to create their own interpretations

Listening to records

Finger Plays

Finger plays — short rhymes either said or sung and dramatized by fingers and hands — can be an enjoyable part of the preschool child's experience. The use of finger plays can also help the coordination of the smaller muscles, can help develop dexterity of the fingers and can help children listen carefully and speak clearly and distinctly. Reading readiness is enhanced by vocabulary development and awareness of words that rhyme.

The following suggestions for using finger plays may help the teacher:

- Memorize words and movements before introducing a finger play.
- Use finger plays that have easy words, familiar ideas and simple movements.
- Be expressive with voice, hands and face.
- Pronounce words carefully.
- Teach only a few finger plays at a time. Children learn best by repetition.
- Let the children, at times, do the motions individually.
- Encourage children to make up finger plays.

Finger plays may help to impress a story or thought, introduce a new story, use up excess energy, help develop a sense of rhythm, quiet children after strenuous activity, fill up waiting periods, sooth a troubled child or draw a shy child into group activity.

Some suggested finger plays are described in the appendix.

Rhythmic Activities

Children enjoy rhythmic activities such as clapping, walking, running, hopping, jumping, galloping, sliding, and moving like animals. They should be encouraged to respond to music with their bodies and to create their own interpretations. The use of scarves, balloons or large floppy dolls encourages a variety of body movements to music. When children have become excited, having them roll over, stretch, or hump their backs can be very relaxing and quieting.

Rhythm Instruments

Such rhythm instruments as African drums, Chinese temple blocks, cymbals, bells, rattles (maraccas or gourds), triangles, tambourines, sand blocks and rhythm sticks can add to a child's music experience. Each child should have plenty of time to experiment with the instruments in his own way before playing them with the piano or a record.

When children are to play rhythm instruments with a musical accompaniment, the teacher may suggest ,"Play with whatever part of the music you want to. You don't need to play all the time." The value of rhythm instruments in the preschool is the enjoyment the children experience from producing different sounds and of getting a feeling of rhythm, tones and time, rather than of participation in a rhythm band.

Records

Records can be used for listening, as background music for resting painting or other play, or as accompaniment for rhythmic movements or rhythm instruments.

Children can be helped to listen to a new record by being told something about what they will hear. The listening time should be short and should be alternated with periods of activity.

Records for young children should be chosen carefully in terms of content. The voice on a vocal record should be pleasant and clear, with simple accompaniment. Records should not be the type to overexcite the child.

The content of the record should be familiar to the youngster and within his comprehension. Children enpoy hearing recordings of folk songs, both with and without words. One example is Volume 2 of *Songs to Grow On, School Days,* which includes some of the songs in the book, *Songs to Grow On.*

If encouraged, children will invent many ways to respond to recorded music through singing, dancing, playing an instrument or dramatic play.

Many good records are available. New recordings are reviewed in *Today's Child* News Magazine. A few of the many records that preschool children and their teachers have enjoyed are listed in the appendix.

The teacher should be creative with music; she should experiment and listen, and then share her discoveries with children. Music in the preschool should be a delightful and rich experience for children as well as a foundation for their musical growth. It should be used to develop a liking for good music, to encourage singing, and to have the pleasure of responding freely and rhythmically to music.

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Stories and Poetry

If a child's introduction to books is a happy one, he is apt to become a book-loving adult.

Individual Enjoyment of Books

Books should be readily available to children who usually enjoy looking at the pictures and even re-telling the story. Children can be taught how to turn the pages and how to care for books. Books should be kept in good repair so that children do not have to use books that are marked or torn. Occasionally a teacher may sit beside a child, listening to his comments, talking with him about the pictures and reading parts in which he is interested. The teacher should encourage the child's independent use of books and prepare him for listening and for enjoying a story presented in a group.

Group Story Period

Reading to a child does much more than amuse him or teach him to listen. The stories and rhymes become a part of his life; words take on new meaning, his vocabulary grows, and his experiences are broadened.

Children who are interested participate in the group story period. A group of not over ten children is best, but a skillful story teller can keep the attention and interest of a larger group. Story time offers an opportunity for pooling ideas and comments and for heightened individual enjoyment by sharing with other members of the group.

Individual enjoyment of books

Selection and Content of Stories

Although a good story contributes in many ways to a child's learning, its essential purpose is to give joy. Something happens all the time in a good story, and no time is wasted in explanation or description. The story tells what people did and what they said, as in *The Great Big Noise.*

Repetition, with additional facts or characters added as the story procedes, holds children's interest. Good examples are *Ask Mr. Bead* and *Green Eyes.*

Illustrations should be artistically good, realistic, relatively simple, clear and free from distracting details. They should be accurate and related to the story.

Suggestions for Telling or Reading a Story

Young children want their favorite stories over and over again, yet they welcome new stories. A new story may not be appreciated at first because it is not familiar, so a second or third reading should be tried.

A good story reader or teller should:

- Have a genuine appreciation of the story.
- Know the story so completely that it takes on the nature of personal experience.
- Keep the beautiful and meaningful phrases of the original.
- Arrange the children so they do not face the light.
- See that children are seated in close and direct range of her eyes and the book because little children have to be physically close to be mentally close.
- Get the children's attention and keep it by her skill. If a child's interest is wandering, she may regain it by asking him a direct question about the story.
- Tell the story simply, directly and with feeling. Naturalness is important and expressiveness is essential. Avoid affectation, a honeyed voice, talking down, moralizing and explanations which are not in the story. Go slowly enough to enable the children to follow the events of the story.
- Choose a story which is suited to the children's ages and interests.
- Speak softly in a clear, quiet voice.
- Hold pictures where all children can see them.
- Keep the book still and in an upright position and turn the pages from the lower corner.

Choosing Stories Suitable for Different Ages

The three year old prefers stories about commonplace adventures which could happen to him or to someone else, or about something with which he is familiar. The number of sentences on a page should be limited. *The Little Auto* and *Cinder* are good illustrations.

The four year old is not so completely self-centered as the younger child and does not have to be a part of every situation about which he hears. He begins to enjoy short and simple stories of fancy. *Green Eyes* is a great favorite.

Stories for the five year old should add something to his knowledge and take him beyond the "Here and Now." He wants not so much new information as a new relationship among already familiar facts, as in *The Great Big Noise* and *Harry, the Dirty Dog.*

Poetry

Because rhythm seems to be natural to children, it should have a place in their earliest experiences. Humorous and nonsense jingles, such as *Hippety Hop To The Barber Shop, Yankee Doodle Went To Town,* and *Rain, Rain, Go Away,* delight them. The rhymes of *Mother Goose* never grow old and should become so familiar to the preschool child that they are his forever.

Poetry can be anywhere and everywhere in a child's life and need not be saved for a formal story period or group experience. *Ride a Cock Horse* can be chanted to a child as he rides a rocking horse. Many good puzzles are made with Mother Goose illustrations, and the teacher can call attention to the rhyme by saying it as the child works with the puzzle. For use on a flannel board, inexpensive, brightly illustrated books of *Mother Goose* can be taken apart and the pictures backed with flannel.

Children enjoy poetry with a story content, such as *Over In The Meadow* and *The Night Before Christmas.* Selections should be chosen with care and personal liking; poems with long descriptions do not usually appeal to young children.

If a poem can add to the child's day one brief moment of laughter, or give him a new dream to think over, or leave him with a sharpened awareness of life, it is good poetry.

Advantages of Telling a Story

When telling a story, the teller is free to watch his audience, to follow or lead every changing mood, to use body, eyes and voice as aids to expression. The connection with the listeners is closer when telling than is possible when reading.

When one makes the story his own and tells it, the listener gets the story plus the teller's appreciation of it.

The child who has always had stories read with accompaniment of pictures is robbed of content as well as of the experience of simply listening to a story and enjoying the words and form in which it is told.

Storytelling is one of the simplest and quickest ways of establishing a happy relationship between teacher and child. When telling a story, a cue is taken from the children. The teacher should be sensitive to the needs and interests of her listeners.

Puppets made from socks or small paper sacks can become the characters in the story; or flannel boards may be used to illustrate the story by using illustrations cut from discarded books and backed with a small piece of flannel, or by cutting figures of the main characters from flannel.

Teachers can practice building imaginary stories about objects such as toy animals, trains or cars, or illustrations, colored or cut out. The story should move and have a conclusion.

Children, by using actions, like to participate in the story. The story teller can make up his own story to fit their interests, such as a story about *Let's Go For a Walk in The Park,* or he can memorize a story such as *The Brave Little Indian.* Suggestions for actions include walking — fingers walking in lap; looking — fingers form glasses at eyes; swimming — rubbing palms of hands together.

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Art Experiences

Creative art experiences are of great importance to the development of preschool children because through these activities children explore, discover and relate to their world; they express feelings and knowledge and communicate ideas; they gain emotional release, develop sensitivity and preception; and experience the deep satisfaction of creating. Such experiences contribute to the child's physical development by improving his motor skills.

The preschool child works spontaneously, experimenting with materials, tools, and ideas, and producing scribbles and shapes which have real meaning for him although to adults the work may seem meaningless.

Is is the process, not the product, that is important in the development of the young child; and it is essential that the child be allowed to work freely and creatively without the imposition of adult standards and ideas. Child art is not adult art. Coloring books, patterns, copying, and tracing restrict the child's personal and individual expression, and have no place in the art program.

Art activities commonly used in preschool include painting, modeling with clay and doughs, cutting, pasting, drawing with crayons, playing with sand, water and snow.

CREATING WITH PAINT

Easel Painting

Easel painting promotes the child's enjoyment of color, movement and rhythm. It helps him to straighten out his ideas about the world, to communicate his ideas to others, and to work out his tensions and conflicts. Parents and teachers should realize the importance of the activity itself, rather than of the product, so that they will not expect a painting of "something." The child may cover the entire paper with paint, or may paint in swirls or lines. Around the age of four or five, he may begin to paint objects. The child may want to tell about his painting, but this should not be expected. Teachers' and parents' comments about the picture should be limited to the colors the child used or his joy in painting, rather than questions about what it is.

Easel painting

Materials Needed	*Procedure*
Easels — nice but not essential. Tables or floor can be used. Newspapers or oil cloth	Newspapers or oilcloth in easel tray and under easel, or on tables or floor, simplify cleanup.
Paper — Large sheets, 18 by 24 inches, butcher paper, newsprint or wantad sheet from newspaper	Write child's name on paper before he begins to paint. If written on back of paper or under a clip, name can't be covered with paint.
Paint — powder paint, should carry C.P. label, non-toxic.	About 2 parts paint mixed with 1 part water makes a good consistency. Mix in limited quantities at a time. 2 or 3 colors are usually provided for each painter.
Containers — small juice cans or ½ pint milk cartons.	Fill containers about ⅓ full. Refill as needed.
Brushes — flat, stiff bristles ½ to 1 inch wide. Varnish brushes often used.	Use 1 brush for each container. Wash after each day's use and store bristle up to dry. Teacher may show child how to wipe his brush on side of container so paint will stay where he wants it.
Aprons — men's old shirts with sleeves cut off, or plastic aprons.	Shirts should be put on children so they button up the back. Allow child to paint as he chooses!

Finger Painting

Finger painting is a good activity for emotional release, for satisfying the child's desire for really feeling the medium and for his pleasure in legitimate messing. The child's enjoyment of finger painting often grows from a tentative finger put in the paint to a whole-hearted use of the paint in large, sweeping movements; therefore unhampered movement should be encouraged.

Materials Needed	*Procedure*
Commercial finger paint or Home made finger paint	
1. Commercial plastic starch and powder paint	1. Mix together
2. ½ cup gloss starch 1⅓ cup boiling water ½ cup soap flakes (not detergent) 1 tablespoon glycerin powder paint	2. Mix starch in small amount of cold water to make a smooth paste. Add boiling water and cook until clear. Cool. Add soap flakes and glycerin. Paint may be added or sprinkled on starch mixture at time of use.
Aprons or shirts to protect children's clothing	
Oil cloth or cookie sheets especially good for first finger paint experience, often preferred to paper.	Cover table with oilcloth or provide 1 cookie sheet for each child who is painting.
Paper — large sheets with slick surface, heavy butcher paper, glazed shelf paper, or commercial finger paint paper.	Moisten paper on both sides with wet sponge. Put mounds of finger paint on surface to be used. Child may be shown how to use fingers, knuckles, side of hand, palm, whole hand.
Glitter or canned snow	Can be sprinkled on wet finger painting on paper. When dry, can be used for gift wrapping, or cut into shapes — circles, Christmas trees, free forms.
Water for cleanup No. 1 can or other container paper towels	Use for hand washing if no running water in room.
Sponge and pail of water	Use for cleaning oilcloth covered tables or cookie sheets.

Soap Painting

Soap painting has a satisfying feeling and creates an interesting three dimensional effect that remains as it dries.

Materials Needed	*Procedure*
Soap beads or flakes (not detergent) and water, about equal parts of each, paint, if desired.	Mix in bowl, beat with eggbeater, or shake in quart jar to consistency of beaten egg whites.
Paper, white or colored	Use uncolored soap paint on colored paper, or colored paint on white paper.
Brushes	Paint may be applied with either brush or fingers, or both.
Colored sand, glitter, alphabet macaroni or colored rice	Any of these materials may be sprinkled on the wet paint for variety.

Painting Variations

Gadget Box:	
Small dishes of paint spools, bits of sponge, rubber stoppers, string, in box or muffin tin. Paper	Child dips object in paint and presses it on paper. He may make one or many prints on one sheet and may overlap designs.
Potato Block:	
Small dishes of paint Half potatoes with design cut by teacher to form a raised design — heart, tree, star, shapes cut with cookie cutters Paper	Child dips potato print in paint and stamps design on paper.
Spot Painting:	
Paint Paper Spoon or brush	Child or teacher drops small amounts of paint on paper using spoon or brush. Child folds paper in center, presses it with fingers or hand, and unfolds paper to see design.
Sponge Painting:	
Thick paint in flat dishes Sponges cut in rectangular strips Paper	Sponges are dipped in paint and pressed or swirled on paper.

▲ *Fingerpainting*

▼ *Sponge painting*

Creating With Clay and Play Dough

The use of clay and play dough can be soothing to children and helps to release tension because these materials can be pounded, pommelled or rolled. Some children may model simple objects such as balls, snakes or cookies. If a child makes something that he wants to keep, the object can be put aside to dry and harden. Teachers should not make models, as this discourages the children's own efforts and emphasizes the end product.

Oil base clay is not recommended for group use because of health reasons.

Materials Needed	*Procedure*
Powder Clay	Mix with water to a good working consistency.
Container — stone crock with cover, or other container lined with plastic and having a tight lid.	
Play Dough:	
3 cups flour, 1 cup salt, 1½ cups water, coloring	Add flour or water if necessary to make mixture resilient and spongy.
Container — plastic bag	
Rollers, flat sticks or cookie cutters	May be used occasionally but are not so valuable as direct manipulation.

Pasting with scrap materials

Creating With Paste, Paper, Scissors

There are unlimited possibilities as to what children can do with paper, paste and scrap materials. Not all preschool children can use scissors well, but tearing is a good substitute.

Materials Needed	*Procedure*
Paste — commercial or Home made Paste:	
1 cup sugar 1 cup flour 1 teaspoon alum 1 quart water oil of cloves	Mix dry ingredients, add water, cook until thick, stirring constantly. Cool, add several drops of oil of cloves. Store in covered jars.
Paste containers, such as milk bottle tops, for each child.	
Paper — newsprint or butcher paper, colored construction paper, wallpaper samples	Children may be shown how to put paste on back of object to be pasted and how to press it on paper.
Blunt scissors	
Materials for collages — pieces of cloth, ribbons, cotton, feathers, string, leaves, scraps of colored paper.	Children paste these various materials on paper, creating their own designs.
Container of water Paper towels	For hand washing if there is no running water in the room.
Materials for Christmas activity:	
old cards and scraps of Christmas wrappings, ribbons, yarn	Can be cut or torn by children and pasted on construction paper, or can be made into simple Christmas tree decorations.
strips cut from construction paper, Christmas cards or wrappings, colored pages from newspaper or magazine	Some children can make paper chains. Others will paste strips on paper.

Creating With Crayons, Chalk, Pencils

Children enjoy working with crayons, chalk and pencils even though these media are not so fluid as paint. Children should be free to express themselves with large movements, and there should be no requirements as to coloring within lines or creating a recognizable object.

Materials Needed	*Procedures*
Paper — large sheets, assorted colors	
Large crayons — good wax texture with C.P. label (non-toxic), primary and secondary colors	
Large pencils (primary school size)	
Chalk — colored or white	Colored chalk may be dipped in water and used on flat side or for drawing with point. Construction paper can be dipped in water and chalk used for smearing.
Chalkboard—not so commonly used for preschoolers as other media	Children should be shown how to use erasers correctly to prevent accumulation of quantities of chalk dust.
Containers	Several containers should be used so that crayons, pencils or chalk are easily accessible for children.

Using Flannel Boards

The use of flannel boards gives opportunities for the creation of pictures or designs in endless variety.

Materials Needed	*Procedure*
Large pieces of flannel, about one square yard or Commercial flannel board	Flannel can be placed over easel or on bulletin board at child's level.
Assorted geometric shapes of felt or flannel in various colors	Children put chosen shapes on flannel in any design or arrangement desired.
Set of felt or flannel fruit or animals Holiday shapes — Christmas trees, stars, hearts, bunnies, etc.	These should be introduced after children have had experience using assorted shapes.

Crayons on large paper

Pounding nails

Working With Wood

This activity provides the fun of making simple objects or of just hammering, sawing, putting together, and sometimes taking apart. It promotes coordination and releases tensions. Working with saws, hammers and nails requires close adult supervision and may not be possible in some situations.

Materials Needed	*Procedure*
Soft scrap lumber	
Nails — roofing or four penny box nails	Teacher must demonstrate proper and safe use of tools and supervise activity closely.
Hammer — 7 oz.	
Cross cut saw — 14 in. long	Teacher should work with only one or two children at a time.
Screw driver	
Accessories such as pieces of inner-tube, leather and spools	

Playing With Sand

Wet sand is one of the materials which, like water and clay, is a good tension releaser. Children may simply like to feel it, or they may experiment with molding it into loose shapes such as cakes, pies, a garage for a small car or a mountain with a tunnel in it. Sand is also a good social media as it allows time for conversations. The teacher can stimulate creative play by supplying different toys to be used, such as sand buckets, shovels, plastic cups for filling, little and big cars and trucks made of plastic or rubber.

Guidance of sand play will include reminding the children that "sand stays in the sand box" and "Mary does not like to have you throw sand at her." Sand should be kept clean and free of sharp objects and debris, and should be periodically replaced. When it is spilled, it should be swept up from the floor immediately and placed in the wastebaskets rather than put back in the sandbox.

Playing With Water

Water play is one of the most soothing and satisfying kinds of play for children. Whether the water is used in washing play dishes or doll clothes, bathing rubber dolls, in playing with boats or funnels, in pouring from one container to another, or squeezing sponges in it, it is a kind of play that should be available to children whenever possible. Of all the materials available, water is one of the cheapest, most versatile, and most satisfying.

Painting with water is fun. Children can paint with a large brush and clear water such surfaces as a cement walk, the side of a building, or boards. They also enjoy beating up soap suds with egg beaters.

The materials provided for water play should include plastic aprons, large basins not easily tipped over (No. 10 gallon container), large paint brushes, utensils for pouring, and objects for floating and squeezing.

Play With Snow

Snow play serves as a good developmental exercise In addition to being used outside, snow can be brought inside in a large basin and placed on a protected table or floor area. Children can wear plastic aprons and mittens if desired. Rolling the snow into balls, making snowmen or shaping it into other forms is enjoyable. When the snow starts melting, children can observe some first-hand scientific knowledge.

Painting with water

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Science Experiences

Most teachers of young children are aware of their responsibility in providing opportunities for children to experiment and to become aware of the world around them. Since the teacher may be overwhelmed by the term "science experiences," she may feel less inadequate if she realizes that she does not have to present facts, but merely helps the child in his discoveries. The purpose should be to lay a groundwork only, not to attempt to explore fully any particular science experience. The teacher may use experiments to show "how's" and "why's", but she need not try to give complete knowledge; however, even simplified explanations should be scientifically truthful. The teacher stimulates interest, makes supplies and equipment available, and utilizes the child's natural curiosity to see, taste, hear and smell, and his desire to manipulate.

From the children's interests and questions the teacher takes her cues as to where or with what to start. Science materials or experiences should be presented a few at a time.

Materials

The following materials, as well as many others, give opportunities for scientific exploration and experimentation:

- Seeds to plant
- Magnifying glasses
- Magnets
- Household scales
- Calendars
- Measuring cups
- Thermometers
- Box of different textured materials
- Place to display "Science Center" collections
- Containers and cages
- Goldfish
- Visiting animals—rabbits hamsters, turtle, chicken
- Bugs, butterflies, spiders (in jar)
- Picture books about how and why

Procedures

If seeds are planted, it is not enough merely to see them grow. The children should be allowed to dig them up, examine and handle them, take them apart, maybe even transplant them; they might even have one group of deprived plants, such as unwatered plants and plants without sunshine in order to observe the differences in growth. Seeds having rapid germination include wheat, beans, corn and radishes. Beans may be planted to show root growth by taking a small glass jar, lining it close with blotting paper, filling the jar inside the blotting paper with earth or sand, then sliding the beans down between the glass and the paper. As they absorb moisture from the earth through the payer, their roots will grow down and their stems up.

Goldfish may be kept in a gallon mayonnaise jar with a few water plants. Bugs, butterflies and spiders can be observed in glass jars covered with window screening. It is helpful to have several containers of various sizes to accommodate creatures that are found or which come to visit. Rabbits, hamsters and turtles are interesting and are not too hard to care for.

Weather experiments may include using a thermometer to see how it tells how cold or warm it is, or showing what happens to a pan of water when it is left out in freezing weather, and then what happens when the ice is brought into the warm room.

Children also like to feel differences in texture. Besides the usual things provided, such as clay, paint or sand, a box containing scraps of fur, felt, velvet, sandpaper and other materials lends interest in comparing textures.

Magnets can be experimented with to see what kinds of objects they pick up and which they do not.

A "Science Center," where ever-changing collections may be kept, is of great interest. Rocks, seeds, leaves, insects, and books, with pictures explaining these things, may be displayed.

Teachers can talk about and demonstrate common household measurements with a household scale, a measuring cup, a pound of butter, a quart of milk, a cup of water or one half cup of juice.

Time is usually a difficult concept for young children, but some discussion can be held using the calendar or hands on the clock.

Excursions may help children understand the world around them, but they should be simple, short trips. A walk to the grocery store or to a nearby construction job; a trip to see a bus, a fire station, a dairy, or a greenhouse, or merely a stroll around the block to observe birds, trees, flowers, workmen or the traffic policeman, are all good observation tours. On walks through grass or field areas, the children may drag a woolen sock, tied with a long string to wrist or arm, to collect the many seeds, small bugs or worms that will cling to the sock and which can be observed later. Pretty leaves can also be collected.

Other experieences which may not immediately be classified as "science" are nevertheless scientific learning, and the alert teacher will mention them to the children. Play with blocks can show the difference between light and heavy objects, differences in shape, differences between large and small, as well as knowledge of balance. Wooden planks can demonstrate that a toy truck released from an inclined plank will travel faster than one on a lesser incline, and that on the see saw the difference in weight of the children must be adjusted forward or backward to achieve balance.

"How much does she weigh?"

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Parent-Teacher Cooperation

Parents and teachers may work together in many ways

For the welfare of the child, the home and the school need to work together as closely as possible, because there is not a "home" child and a "school" child but "one" child, whose well-being is the concern of both parents and teachers. To understand the child, the teacher needs to know something about the child's parents and his home environment. Parents need to be familiar with what the school is doing and why, so that the child may get maximum benefit from his preschool experience. Working together with mutual trust and respect can increase the security of the parent, of the teacher, and, to an even greater degree, of the child.

Meaning of Parent-Teacher Cooperation

It should be:

- An opportunity for parents and teachers to share their common interest — the child.
- An opportunity for parents and teachers to share their experiences and training in working together toward the solution of pertinent problems.
- An experience which results in strengthening both the home and the school.
- An experience which results in reassurance for parents and for teachers.

It should not be:

- A situation in which the teacher gives a final answer or solution to a problem.
- An opportunity for destructive criticism.
- A situation in which one person attempts to "educate," "tell," or "reform" the other.

Basic Principles for Parent-Techer Communications

Because a good school recognizes the interdependence between home and school, it rovides adequate means for communication between prents and teachers. Such a program may include casal contacts, individual conferences, either at the homor at the school, parents' meetings, school visits, paricipation in the school program or news letters.

For effective communication teachrs should:

- Understand and recognize the individuality of parents, their problems, their neds and the situations in which they live.
- Realize that parents need reassurance.
- Recognize their own limitation as well as their abilities. Be familiar with community resources so that referrals can be madewhen a problem arises which is beyond the teacher's professional qualifications.
- Cooperate with other agencies serving families of children enrolled in the school.
- Establish an atmosphere of trust, approval and support through a friendly working relationship.
- Realize that parents have an important contribution to make in helping the teacher work more effectively with the child.
- Understand the importance of never discussing the child in his presence.

Mutual Learning Through Casual Contacts

The parent and the teacher can share experiences briefly as the child comes to school, or as he leaves for home. Sharing information about an individual situation at home, or about a minor accident, an unhappy situation, or an interesting experience at school may explain the behavior or reactions of the child. When personal contacts cannot be made, minor questions which do not seem important enough to plan a routine conference for can be solved by a telephone conversation.

Mutual Learning Through Planned Conferences

Conferences can be planned to take place either at the school or in the home. The place and the atmosphere associated with the conference should be comfortable, pleasant, relaxed and free from interruptions. When the parent has observed in preschool or the teacher has observed the child in his home, both parent and teacher are better prepared for a successful conference.

A teacher can make a conference effective by:

- Planning the conference carefully.
- Putting at ease and assuring the parent that the teacher can benefit from her help.
- Starting the conference on a positive note, such as making a complimentary statement regarding the parent or the child.
- Being a good listener.
- Giving suggestions rather than advice.
- Moving slowly. If either participant feels pushed, the conference may be blocked.
- Maintaining a high standard of professional ethics throughout the conversation and considering special information confidential.
- Sharing, with the parent's consent information with other staff members for the benefit of the child.
- Providing the parent with information about community resources and reference materials which may be of help to her.
- Concluding the conference with a feeling of successful accomplishment so that both parent and teacher leave with an increased feeling of adequacy.
- Referring parents to local, county and state agencies when special help is needed.

The best sources of information about special services provided within a county are The County Welfare Department and the office of the Public Health Nurse.

Although many large counties have their own school nurse program, small counties often use the public health nurse as a school nurse. Small counties that do not have child welfare workers may have social workers who deal with many aspects of family case work, and who may know of specialized services available throughout the state.

If parents are being visited by a public health nurse or a social worker, these professional workers can be contacted by the teacher and information shared. This sharing is especially helpful when it is not possible to arrange parent-teacher conferences.

Many counties in Colorado now have mental health clinics staffed by psychiatrists, social workers and psychologists. The function of these clinics is to diagnose and treat emotional disturbances in adults and children. Either the county welfare worker or the public health nurse can provide information about the location of these clinics and can give help in determining whether or not referral seems advisable.

Home demonstration and county agents are available in each county and are valuable consultants in areas of homemaking, household management, first aid and safety. The nutrition consultant from the State Department of Public Health can provide resource materials in that area.

Mutual Learning Through Parent Meetings

Parent meetings are important because they may give parents an opportunity (1) to gain reliable information for better understanding of children at different stages of development, (2) to know that other parents have similar problems, (3) to increase their feelings of confidence and ability to solve their own problems, (4) and to understand the goals of the preschool program.

Regularly scheduled parent meetings provide an opportunity for parents and teachers to become better acquainted and to work more effectively in exploring new ideas and working out common problems. Meetings should be planned by parents and teachers together and should deal with interests and problems common to the group. Involvement of parents in planning and conducting meetings helps each person feel that he is important as a member of the group, and that he can contribute to the success of the group.

Meetings may be conducted by using a variety of methods such as general discussion, role playing, panels, lectures by qualified speakers, films and workshops. Workshops may provide opportunity for parents to experiment with materials their children use in preschool, or for parents and teachers to work together in making, repairing, or painting preschool equipment. Regardless of the type of meeting, time should be allowed for discussion so that parents and teachers may raise questions and share their thinking.

Helpful suggestions in the planning of meetings can be found in the bulletin, *Planning Better Programs*, by the Adult Education Association of the U.S.A.

Any parent group may have members with talents, skills or experience which may be used in planning and conducting meetings. Help with securing resource material, speakers or films may be obtained from The State Department of Education, Office of Vocational Services, Homemaking Division; The Adult Education Council of Metropolitan Denver; local libraries; state and local health departments; and educational institutions.

Contribution of Newsletters and Bulletin Boards

Newsletters and bulletin boards can be used to help interpret the preschool program, to display children's art work, and to make announcements, such as changes in the preschool program. They provide opportunities for teachers to share with parents interesting things that have occurred at school and to draw attention to resources and events that may be of interest. Some parents may wish to share in the preparation of newsletters and in the arangement of bulletin boards.

Contributions to Learning Through Observation and Participation by Parents

Through well planned observation periods a parent may gain in understanding of her own child and of the preschool program. She may also get suggestions for guidance and play materials which she can adapt for her child in her own home.

A well planned observation experience involves making the parent feel welcome and discussing with her how to observe and how her child may react. At the close of the visit there should be time provided for the parent to ask questions and for the teacher to interpret what has transpired. Additional suggestions are given in the section on observation in the chapter, *The Staff and Its Responsibilities*. In some schools, such as cooperative preschools, parents participate regularly in the preschool program; in other schools they participate on special occasions such as field trips. In either case it is important that careful preparation be made so that the parent know how to function effectively and comfortably in a given situation.

Parents and teachers may work together in many ways, but the results will depend upon their desire and their ability to grow in mutual confidence, acceptance and respect. Only upon this basis can they help each other understand the child, realize what can reasonably be expected of him, and how better to meet his needs.

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Beyer, Evelyn, *Sharing — A New Level in Teacher-Parent Relationships*, National Association for Nursery Education, 155 East Ohio St., Chicago 11, Ill., 1954, 45¢.

Burgess, Helen, *How to Choose a Nursery School*, Public Affairs Pamphlet No. 310, 22 E. 38th St., New York 16, N.Y., 1961.

D'Evelyn, Katherine E., *Individual Parent-Teacher Conferences*, Teachers' College, Bureau of Publications, Columbia University, New York, 1945.

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Grant, Eva H., *Parents and Teachers As Partners*, Science Research Associates, Chicago, 1952.,

Kawin, Ethel, *A Guide For Child Study*, Group Science Research Associates, Inc., 57 W. Grand Ave., Chicago 10, Ill. Price 75¢.

Metropolitan Directory of Community Services—1960, Metropolitan Council for Community Service, Inc., 1375 Delaware, Denver, Colo.

Norton, Edith N., *Parent Education in the Nursery School*, Association for Childhood Education International, 3615 Wisconsin Ave., Washington 16, D.C. Price 50¢.

Parent Education Handbook — Curriculum Bulletin No. 96, Family Life Education Dept., Kansas City, Mo. Public Schools, 1955.

Stephenson, Beth, *Mothers in a Cooperative Nursery School*, National Association for Nursery Education, 155 E. Ohio St., Chicago 11, Ill., 1955.

When Parents Get Together, Child Study Association of America, Inc., New York, 1955.

Childhood Education: Association for Childhood Education International, 33615 Wisconsin Ave., N.W., Washington 5, D.C. $4.50 a year. Single copies 75 cents.

Child Study: Child Strudy Association of America, Inc., 9 E. 89th St., New York 28, N. Y. $2.00 a year.

Journal of Nursery Education, National Association for Nursery Education, 155 E. Ohio St., Chicago 11, Ill. Included with $5.00 membership. Past copies for $1.00.

Marriage and Family Living, Journal of the National Council on Family Relations, 1219 University Ave., S.E., Minneapolis 14, Minn., published quarterly. Included with $7.50 membership. Single copies $2.00.

National Parent-Teacher, 700 N. Rush St., Chicago 11, Ill. $1.50 per year.

Licensing of Preschool Facilities

In Colorado, preschools are licensed by the Licensing Unit of the Child Welfare Division, Colorado State Department of Public Welfare. The Child Care Act, Article 13, provides that any facility, by whatever name known — day care center, day nursery, nursery school, preschool, play group — which is maintained for the care of five or more children shall be licensed.

To receive a license, the preschool facility must meet certain minimum standards pertaining to health, sanitation, safety and general adequacy of the premises; qualifications of persons directly responsible for the care and welfare of children served; the general financial ability and competence of the applicant for the license to provide necessary care for children and to maintain standards; number of staff required to insure adequate supervision and care of children served; maintenance of records pertaining to the admission, program, health and discharge of children; filing reports with the department, and discipline of children.

Application for Original License

Any person has a right to apply for and to have an interview regarding planning for a preschool. To allow sufficient time for a mutually explanatory interview, advance appointments can be made by telephoning the Licensing Unit, 222-9911, Ext. 2561, or writing to Licensing Unit, Child Welfare Division, Colorado State Department of Public Welfare, 1600 Sherman St., Denver, Colorado, 80203.

The application form will be given to the applicant at the time of the interview.

If distance involved would work a hardship for the applicant, the application form and the "Minimum Standards for Nursery Schools and Day Nurseries" shall be mailed to the applicant. However, at some later time the minimum standards shall be reviewed with the applicant. Where local licensing is required, the State Licensing Unit will refer the applicant to the local licensing authority.

The required fee is sent with the completed application form to the Accounts and Audits Division, Colorado State Department of Public Welfare. The check or money order covering the fee is made payable to The Colorado State Department of Public Welfare. Fees are not subject to refund if the application is denied. Receipts for local licenses should be submitted as local fees are deductable from the State License fee.

Application for Renewal of License

The Licensing Unit will annually send the renewal application form to the Preschool operator prior to expiration of the current license. The completed renewal application form accompanied by a check or money order for the required fee should be mailed to the Accounts and Audits Division, Colorado State Department of Public Welfare, 1600 Sherman St., Denver, Colorado, 80203.

Schedule of Fees

Public Centers operated by a unit of State or local government and supervised directly by a public agency,	$1.00
Voluntary centers operated by a non-profit organization under the auspices of a social agency, settlement group, church, etc.	$1.00
Proprietary or commercial centers operated for the financial profit of the owner, operator or manager	$5.00

Appendix

Suggested Basic Professional Library for a Preschool Staff

BOOKS

Christianson, Helen W., Mary M. Rodgers and Blanche A Ludlum, *The Nursery School, Adventure in Living and Learning,* Houghton Mifflin Co., 1961.

Outlines many facets of a good nursery school, making use of all we know and can learn about how children grow and develop and utilizing the child's way of learning in developing his potentialities as a unique individual.

Langford, Louise M., *Guidance of the Young Child,* John Wiley and Sons, Inc., 1960.

Presents sound knowledge of developmental needs of young children and illustrates how this knowledge can be used in guiding children.

Leavitt, Jerome E. (editor), *Nursery-Kindergarten Education,* McGraw-Hill Book Co., Inc., 1958.

Contributions from many educators in this field, information on activities, readiness and evaluation.

Read, Katherine H., *The Nursery School: A Human Relationship Laboratory,* W. B. Saunders Co., 1960.

Gives sound principles of guidance and programming with reports of recent research and current practices in the field of nursery education.

PAMPHLETS

Association for Childhood Education International, 3615 Wisconsin Ave., N.W., Washington 5, D.C.

List of Publications

Burgess, Helen Steers, *How to Choose a Nursery School,* Public Affairs Pamphlet No. 310, 22 E. 38th St., New York 16, New York, 1961. 25 cents.

Covers all aspects of the values and practical considerations which should underlie the choice of a nursery school .

Child Welfare League of America, Inc., 345 East 46th St., New York 17, N.Y., *Standards for Day Care Service,* 1960. $1.50.

Covers the main kinds of day care provision for young children today with an outline of standards—qualifications of personnel, financing health, responsibilities, inter-relationship.

Colorado State Department of Education, *Kindergarten Guidebook,* 1960.

A guidebook for those who include kindergarten children in their program.

National Association for Nursery Education, 155 East Ohio St., Chicago 11, Ill. *List of Publications.*

New York State Council for Children, *Good Living for Young Children,* 1960. 75 cents. Order from N.Y. S.C.C. Publications enter, The Carousel School, 173-53 Croydon Rd., Jamaica 32, N.Y.

Brings into focus some of the current issues and problems in early childhood education and suggests new concepts evolving from continued study of young children and their needs.

New York State Department of Health, Bureau of Maternal and Child Health, *The Preschool Years,* 1957. 60 cents. Distributed by Health Education Service, P. O. Box 7283, Albany 1, New York.

Describes characteristic behavior of children between the ages of two to six.

United States Department of Health, Education and Welfare, Children's Bureau, *Your Child From One to Six,* Publication No. 30, 1962. 20 cents.

Description of how children grow from one to six years of age and suggestions for their care and guidance.

PERIODICALS

Childhood Education, published by the Association for Childhood Education International, 3615 Wisconsin Ave., N.W., Washington 5, D.C. $4.50 a year.

This magazine publishes articles concerning the education of children from nursery school through elementary school.

Journal of Nursery Education, published by the National Association for Nursery Education, 155 E. Ohio St., Chicago 11, Ill. Subscription included with annual membership in the Association. Subscriptions to the Journal are available to libraries at $4.00 a year.

This Journal presents original theory, research, interpreetation and critical discussion of materials that have to do with nursery education. This is an excellent resource for keeping up-to-date.

Today's Child, 1225 Broadway, New York 1, N. Y., Dept. 115. Subscription $3.00 a year.

This is a news magazine that gives brief news reports and reviews of research, articles, books, films.

PROFESSIONAL ORGANIZATIONS

Association for Childhood Education International, 3615 Wisconsin Ave., N.W., Washington 16, D.C. Publishes the magazine, Childhood Education, and pamphlets. There are two nursery school branches in Colorado, the Colorado Springs Day Care Branch and the Denver Area Nursery School Branch.

National Association for Nursery Education, 155 E. Ohio St., Chicago, Ill., 60610. Annual membership is $5.50, which includes the Journal of Nursery Education. Publishes pamphlets.

National Committee for the Day Care of Children, Inc., 44 East 23rd St., New York 10, N.Y. One year's membership $10.00.

FILMS

Showing Preschool Children in Group Situations

Focus On Children — National Association for Nursery Education, 155 E. Ohio St., Chicago 11, Ill., 26 minutese, 1961. Rental $7.50. Shows children learning in many activities at home, at nursery school, and at a day care center.

It's a Small World — Contemporary Films, 627 W. 25th St., New York City, 38 minutes. Rental $7.50. Shows the spontaneous actions and reactions of children in a full day of nurserf school life.

Little World — Produced by the Day Care Council of New York, 20 minutes. Rental $20.00 from the New York University Film Library. A typical day in a day care center with four-year olds.

Terrible Twos and Trusting Threes — National Film Board of Canada, 680 Fifth Ave., New York City, 20 minutes, 1956. Shows two-year-old children at home and in nursery school, and the same children a year later.

Frustrating Fours and Fascinating Fives — National Film Board of Canada, 680 Fifth Ave., New York City, 22 minutes. Shows children at four years of age, and then at five in home and in school.

They Learn From Each Other — Merrill Palmer Institute of Human Development, 71 E. Ferry Ave., Detroit 2, Mich., 29 minutes, 1959. Social and emotional growth of two and three-year-old children in a nursery school setting.

FINGER PLAYS

The Elephant

The elephant is so big
He has no hands
He has no toes
But, oh my goodness,
What a nose!

Use arms for elephant. Point to hands and toes. Make trunk with hands.

The Bunny

Here is a bunny
With ears so funny,
And here is a hole in the ground.

When a noise he hears,
He wiggles his ears
And jumps in the hole in the ground.

Make a fist with one hand and extend two fingers for ears. Make hole with other hand.

Two Little Black Birds

Two little black birds sitting on the hill,
One named Jack; one named Jill.
Fly away, Jack; fly away, Jill.
Come back, Jack; come back, Jill.

Index fingers are the birds.

Rockets

Down by the launching pad early in the morning
See the rockets standing in a row.
See the astronaut pushing all the buttons —
4........, 3........, 2........, 1, sssshush!

Suit actions to words. This may be sung to the tune of "Down By The Station."

Balls

A little ball, a larger ball,
A great big ball I see.
Now let's count the balls we've made —
One, two, three.

Little ball shaped with thumb and index finger; larger ball with both thumbs and index fingers; great big ball with arms and hands.

Train

The great big train goes down the track,
It says, "toot, toot," and then it comes back

Fingers on right hand are the train, and the left arm is the track.

Five Little Squirrels

Five little squirrels sitting in a tree,
The first one said, "What do I see?"
The second one said, "I see a gun."
The third one said, "Oh, let's run!"
The fourth one said, "Let's hide in the shade."
The fifth one said, "I'm not afraid."
Bang! went the gun.
See those little squirrels run!

Touch thumb and each finger for squirrels. Clap hands for "bang."

This Little Fellow

This little fellow (or girl) is ready for bed.
Down on his pillow he lays his head,
Pulls up his covers so snug and so tight,
And this is the way he sleeps all night.
In the morning his eyes open wide.
Quickly he throws his covers aside,
Jumps out of bed and puts on his clothes,
And this is the way to preschool he goes.

The name of a child in the group may be used. The index finger of the right hand is the little fellow, and the left hand is the bed.

Santa Claus

Santa Claus is big and fat.
He wears black boots
And a bright red hat.
His nose is red
Just like a rose,
And he "ho, ho, hos"
From his head to his toes.

Both arms form a large circle for Santa Claus.
Point to shoes, head, toes.

Mr. Turkey and Mr. Duck

Mr. Turkey took a walk one day
In the very best of weather.
He met Mr. Duck on the way
And they both talked together,
"Gobble, gobble, gobble."
"Quack, quack, quack,"
"Good-by, good-by,"
And they both walked back.

Hands are closed with thumbs up for turkey and duck. Hands come from behind back to "walk." Thumbs move for "gobble" and "quack."

Five Little Jack-O-Lanterns

Five little jack-o-lanterns sitting on a gate,
First one said, "My, it's getting late."
Second one said, "Sh-h-h-, I hear a noise."
Third one said, "Oh, It's just some silly boys."
Fourth one said, "They're having Hallowe'en fun."
Fifth one said, "We'd better run."
The wind blew ho-hoo-, and out went their lights,
And away they all scampered on Hallowe'en night.
Point to fingers for each jack-o-lantern.

SONGS

Songs on Grow On, by Beatrice Landeck, Marks Music Corporation and William Sloane Associates, 1950.

- Hey, Betty Martin
- Shoo, Fly
- Muffin Man
- Hoosen Johnny
- Going to Boston
- Blue Tail Fly

American Folk Songs for Children, by Ruth Crawford Seeger, Doubleday, 1948.

- Toodala
- Hop, Old Squirrel
- Skip to My Lou (also in *Songs to Grow On*)
- Fire Down Below (also in *Songs to Grow On*)
- Who's That Tapping at My Window?
- Mary Wore Her Red Dress (also in *Songs to Grow On*)
- This Old Man (Nick-Nack Paddy Wack — in *Songs to Grow On*)
- Where Oh Where is Pretty Little Susie? (Paw Paw Patch — in *Songs to Grow On*)

Singing Time, by Satis Coleman, John Day Co., 1929.

- My Tambourine
- The Big Tall Indian
- Down By the Station
- The Train
- Swing Song
- Rain Song
- Falling Leaves
- Hallow'een
- Marching Song

RECORDS

Bowman Records, 4920 Santa Monica Blvd., Los Angeles 29, Calif.
Rhythm Is Fun!

Columbia Records
Let's Play a Musical Game H L 9522

Educational Record Sales, 157 Chambers St., New York City.
Rhythmic Activities, by Bassett and Chestnut

Folkcraft Records, 1159 Broad St., Newark 2, New Jersey.
Music Time With Charity Bailey

Folkways Records and Service Corporation, 117 W. 45th St., New York 19, N. Y.
Songs to Grow On, School Days
More Songs to Grow On

Golden Records
Little Drummer Boy

Records, Inc., New York City
Golden Slumbers, a Selection of Lullabies From Near and Far

Young People's Records, distributed by Children's Record Guild, 27 Thompson St., New York 13, N. Y.
Sing Along
Out of Doors

SUGGESTED RECORD FORMS

Registration for School

Child's Name Address Birth Date

Persons to call in case of illness or accident in order of preference

Mother's Name Address Telephone

Mother's Work Firm Telephone

Father's Name Address Telephone

Father's Work Firm Telephone

Hours Mother Works Hours Father Works Child's Arrival Departure

Name of Child's Doctor Address Telephone

Physical Findings to be Watched at School Fee

Persons Allowed to Call for Child Persons Not Allowed to Call

REGISTRATION — PAGE 2

I hereby agree that if my child is accepted by the school, I will pay the monthly fee in advance, by the 10th of the month, and will cooperate with the school in carrying out any requirements set for the parents. I hereby give my consent to let my child go on trips from the school grounds under proper supervision. I will notify the school of any change of information as entered on this record.

Signed:

Date Admitted

Reason for Admission

Date Withdrawn

Reason for Withdrawal

Date Re-admitted

Reason for Re-admission

Date Withdrawn

Reason for Withdrawal

Remarks:

A Doctor's Report must be filled out to make this application complete. A personal interview with the child and one parent is a pre-admission requirement. The school reserves the right of dropping the child after a trial period who does not fit into the school's program, or whose parent does not cooperate with the school.

I (Parent's Name) hereby give my consent to (name of school to call (Doctors' Name) and if he is not available to call any doctor for medical or surgical care for my child, (Child's Name), should an emergency arise. It is understood that a conscientious effort will be made to locate me or (Name) (Address) (Telephone) before any action will be taken. If it is not possible to locate us, this expense will be accepted by us.

Signed:

HEALTH RECORD FOR ....
Name of Preschool

Child's name .... Sex .... Birth Date ....

Address ....

Mother's Name .... Father's Name ....

Check *illnesses* child has had: Measles .... German Measles .... Chickenpox .... Mumps ....

Scarlet Fever .... Strep Throat .... Rheumatic fever .... Allergy (Indicate type ....

Contact with *tuberculosis* — Yes .... No ....

If tuberculin test given — date .... Result ....

If chest x-rayed — date .... Result ....

Surgery, accidents, other *illnesses* or special problems ....

....

....

Immunizations — date of completed primary *or* latest booster:

		year of latest *immunization*
Smallpox	....	____________
Diphtheria	....	____________
Tetanus	....	____________
Pertussis	....	____________
Poliomyelitis	....	____________
Measles	....	____________

Physical findings (include, if tested, vision and hearing)

....

....

Comments and Recommendations to preschool personnel:

....
Date

....
Doctor's signature

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